



University of Cape Town

Department of Social Development

**Research Topic: “Exploring Youth Participation in Community
Development Organisations in the Western Cape”**

Name: Tebatso Matsela

Student No: MTSTEB025

**A Minor Dissertation Submitted in Partial Fulfilment of the Requirements
for the Award of the Degree of Master of Social Science in Social
Development**

Supervisor: Dr Khosi Kubeka

Date: 29th May 2015

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.



UNIVERSITY OF CAPE TOWN

Department of Social Development

Declaration

1. I know that plagiarism is wrong. Plagiarism is to use another's work and pretend that it is one's own.
2. I have used the Harvard convention for citation and referencing. Each contribution to, and quotation in, this minor dissertation is from the work(s) of other people has been attributed, and has been cited and referenced.
3. This project is my own work.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.
5. I acknowledge that copying someone else's assignment or essay, or part of it, is wrong, and declare that this is my own work.

Signature _____

Name: Tebatso Matsela

Date: 29th May 2015

ABSTRACT

The aim of the study was to explore youth participation in Community Development Organisations and its implications for positive youth development from the perspective of a select sample of Youth in the Western Cape. A purposive sample of 18 youth respondents between the ages (14-35) from five communities in the Western Cape were approached. The study used Lerner (2004) and Lerner et al's (2005) Positive Youth Development model (PYD), and the Critical Youth Empowerment model (CYE) by Jennings et al (2006). The study adopted a qualitative exploratory approach, using a structured interview schedule for face to face interviews with the young people. The findings revealed that young people volunteer in youth-initiated organisations within their communities because they are able to occupy instrumental roles. The findings also revealed that young people participate because they want to see positive change in their communities. Additionally, youth participation in community development has a positive impact on young people's lives (skills acquisition, personal growth, opportunities made available, connection to their communities and community members). Lastly, the findings revealed that young people are capable of making a positive contribution by getting involved in meaningful activities in their communities. The study's main recommendation is for increased efforts in education institutions, community councils and development organisations to involve young people in effective and instrumental participation in community development initiatives. Another recommendation is for the adoption of the Positive Youth Development approach in community and youth development programmes/strategies across the country.

Key words: youth, youth development, youth participation, community development, community development organisations, positive youth development, critical youth empowerment.

ACKNOWLEDGEMENTS

I would like to take the opportunity to thank God Almighty, for the strength and courage I have had in this journey. It has been a very challenging, meaningful and exciting experience for me. Through his Grace, I have made it, and I'm forever grateful.

To my wonderful and amazing supervisor Dr. Kubeka, thank you for your time, patience, guidance and support. It has been a very rewarding experience; I have learned so much from you. You will remain a very special person in my life.

A special thank you to my amazing respondents and their respective organisations; this thesis is dedicated to you and all your hard work. Thank you for sparing your time to share all your valuable information with me. This research wouldn't be the same without you.

To my wonderful mother, I love you with all my heart. Thank you for your love and support.

Table of Contents

Declaration.....	(i)
Abstract.....	(ii)
Acknowledgements.....	(iii)
Table of contents.....	(iv)

CHAPTER ONE:	1
INTRODUCTION	1
1.1 Statement of the Problem.....	1
1.2 Rationale and significance of the research.....	2
1.3 Research questions	3
1.4 Research objectives.....	4
1.5 Concept clarification	4
1.6 Structure of the report	5
CHAPTER TWO:	6
LITERATURE REVIEW	6
2.1. The state of youth in South Africa	6
2.2. Youth participation in community development.....	8
2.3. Youth participation, community development and youth development	12
3. Community development.....	16
4. Theoretical Models	18
5. Policy framework.....	20
CHAPTER THREE:	22
METHODOLOGY	22
3.1. Research design	22
3.2. Population and Sampling	23
3.3. Data collection approach.....	24
3.4. Data Analysis	26
3.5. Data Verification.....	27
3.6. Limitations of the study	28
CHAPTER FOUR:.....	29

DISCUSSION OF FINDINGS	29
4.1. Introduction.....	29
4.2. Profile of the respondents	29
4.3. Roles and responsibilities of young people in the organisations	31
4.4. Discussion of findings.....	33
4.4.1. Motivation for participation (what motivates young people to participate in community development organisations)	34
4.4.2. Youth Participation and Positive Youth Development (how young people’s lives have changed).....	38
4.4.3. How the communities are benefiting (based on young people’s perspectives)	58
CHAPTER 5:	65
CONCLUSION AND RECOMMENDATIONS.....	65
5.1. Introduction.....	65
5.2. Key Findings and Conclusions	65
5.2.1. Objective 1	65
5.2.2. Objective 2	66
5.2.3. Objective 3	66
5.2.4. Objective 4	68
5.3. Recommendations.....	69
5.3.1. Education institutions.....	69
5.3.2. Community development organisations.....	69
5.3.3. Government.....	70
5.3.4. Communities	71
References.....	72

Appendices

1. Profile of Community Development Organisations.....	80
2. Interview Schedule.....	84
3. Consent Form for Respondents (18-35 years old).....	87
4. Consent Form for Respondents’ Parents (14-17 years old).....	90

List of tables

Table 1: The 5 C's.....	19
Table 2: Profile of respondents.....	29
Table 3: Young people's roles in the organisations.....	31
Table 4: Framework for discussion.....	33

CHAPTER ONE:

INTRODUCTION

1. Introduction

Youth are often perceived by society as problematic, trouble-makers and passive individuals. However, if opportunities are made available within their reach, youth can be positive change agents in their communities. This research uncovered the notion of youth participation in community development as a possible strategy for both youth development and community development in the Western Cape Province. This first chapter discusses the background of the problem, rationale/significance of the study and then introduces the topic of the study. This will then be followed by the main research questions and objectives. Lastly, the chapter looks at concept clarification which will contextualize key concepts of the study.

1.1 Statement of the Problem

Youth participation in community development activities can be beneficial for both the community and youth development. Young people can bring innovation, creativity and energy which can be useful in community development. Community development involves the mobilisation of members in efforts aimed at socio-economic development (O'Brien, 2009). Youth participation can thus be seen as an ideal strategy for community and youth development.

Due to the deficit thinking over the last century, young people are often perceived as „problem“ or „risk“ (UN Habitat, 2012) and as „trouble“ (Ansell, 2005). This type of thinking curtails young people's potential for positive contribution in society. In South Africa, young people don't get enough opportunities to allow them to engage in activities that allow them to be agents of their own and their country's broader successes (Jobson, 2011). The National Youth Development Agency (2011:29) states that lack of participation for young people (about 70%) is typically a function of sheer lack of interest and/or lack of access to suitable facilities. Booyens and Crause (2012) concur that there are not enough opportunities to put youth at the centre of service delivery which can be in a form of community development activities. Such opportunities equip youth with skills to thrive in society. Positive Youth Development (PYD) which focuses on young people's strengths, skills and capabilities

(Benson, Scales, Hamilton, and Sesma, 2006) argues for more efforts to engage young people in such activities. PYD is built on the premise that every young person has the potential for successful, healthy development and thus possesses the capacity for positive development (Lerner, Lerner, Almerigi, and Theokas, 2005).

As the study has proven, young people are capable of contributing to positive change, not only in their communities, but also the broader society. The researcher found that young people can indeed be the key drivers of change in their communities. They can be full of energy and ideas for development and, most importantly, they have the desire to get involved as much as they can and should therefore be given more opportunities to participate in community development. Using the PYD approach, this study examined the notion of youth participation in community development organisations. It sought to highlight the link between youth participation, community development and positive youth developmental well-being.

1.2 Rationale and significance of the research

The study seeks to explore the ways in which youth participation contributes to both youth development and community development. It is important for youth participation to be explored because it holds the potential to assist young people achieve personal growth and development while at the same time contributing to social and economic development within their communities. Furthermore, there seems to be very little research undertaken about youth participation in community development in the country. Currently, the study is small and thus the findings are limited to the Western Cape Province where the researcher resides. The goal of the study is to contribute to the body of knowledge regarding youth participation in community development. It is anticipated that more research regarding youth participation in community development will ensue from the findings of this study. More research will help build and broaden the understanding and importance of youth participation in community development. This will subsequently influence adult community members, educators and policy-makers in the country to encourage youth participation within communities. Additionally, it is anticipated that the findings of the study will help influence key role players in society to view youth as „agents of change“ who are capable and responsible for their communities“ development, instead of viewing them as „risk“. The study hopes to achieve this by providing evidence from literature and empirical findings (from data

collected). Furthermore, the findings from the study will contribute to the National Youth Policy's (2009-2014) strategic plan to fully integrate young people into the country's social and economic activities through the enhancement of „social cohesion and civic engagement“. In this regard therefore, the study aims to build on these strategies proposed by the policy by advocating for increased youth participation in their communities. Additionally, all the organisations included in this study are in the NGO/NPO sector. By looking into these organisations, the study therefore also demonstrates the critical role played by the NGO/NPO sector in helping the government realise the policy's objectives to encourage youth participation.

This study hopes to attract the attention of the society at large, because everyone and every institution has a significant role to play in encouraging and harnessing youth participation in community development;

- Young people to stand up and participate in their communities' development;
- Parents to encourage and support their children to participate in community development;
- The government to create more policies and programmes that encourage youth participation in community development especially in schools;
- The NGO/NPOs to work together in various communities to increase youth participation in community development;
- The private sector to engage in social responsibility activities that harness youth participation in community development.

Research topic

Exploring Youth Participation in Community Development Organisations in the Western Cape

1.3 Research questions

- What motivates young people to participate in community development organisations?
- How have the lives of young people changed due to participating in the development of their communities?

- Based on the perception of young people, how are communities benefiting from youth participation in community development?

1.4 Research objectives

- To explore what motivates young people to participate in community development;
- To assess how the lives of young people have changed due to participating in the development of their communities;
- To examine how communities are benefiting from youth participation in community development based on the perception of young people.

1.5 Concept clarification

Youth: in the South African context, the term „youth“ refers to anyone between the ages of 14 and 35. (Republic of South Africa, 2009). For the purpose of this study, „youth“ shall also refer to anyone between the ages of 14 and 35, and it will be representative of the general context of youth in South Africa. Furthermore, „youth“ and „young people“ will be used interchangeably in this study.

Youth participation: refers to the process of involving young people in institutions and decisions that affect their lives (Checkoway and Guitierrez, 2006). For the purpose of the study, youth participation refers to the involvement of youth in meaningful/development activities inside and outside their communities.

Community development: Community development refers to the mobilisation of community members to actively participate in initiatives aimed at poverty alleviation, solving social problems, and achieving socio-economic development (O’Brien, 2009). The study has therefore adopted the people-centred approach to development which entails bottom-up, participative processes which place community members at the centre of development.

Community development organisations: refers to institutions involved in processes at local level concerned with the provision and management of resources that seek to improve a community’s living conditions (Matarrita-Cascante and Brennan, 2012). For the purpose of this study, community development organisations will refer to organisations focused on development initiatives in the respective communities.

Positive Youth Development (PYD): an approach to development that focuses on young people’s strengths, skills and possibilities (Benson et al, 2006:1). In the context of the study,

Positive Youth Development therefore refers to positive impact of participation in young people's lives.

1.6 Structure of the report

This report comprises five chapters; Chapter 1: Introduction gives a comprehensive background to the nature and motive of the research.

Chapter 2: Literature Review incorporates and contextualises the work of a number of scholars to the content of the research.

Chapter 3: Research methodology will explicate the design that the research has undertaken.

Chapter 4: Discussion of findings entails the processing of the data collected and lastly,

Chapter 5: Conclusions and Recommendations will draw conclusions from the research objectives and lastly make recommendations.

The chapter provided the statement of the problem and rationale of the study. This was followed by the main research questions and objectives. Lastly, the chapter provided definitions of critical concepts used in the study.

The next chapter is a review of the literature relevant to the study.

CHAPTER TWO:

LITERATURE REVIEW

2. Introduction

This chapter reviews the work of various scholars who have contributed to the study of „youth“, „youth participation“, „youth development“, and „community development“. It begins with a discussion about the state of youth in South Africa. This is followed by a discussion about the other key concepts; youth participation, community development and youth development. The chapter will also introduce the theoretical framework by looking at the two theories used in this study, namely; Positive Youth Development (PYD) and Critical Youth Empowerment (CYE). Lastly, a legislative framework drawn from local and regional conventions is provided.

2.1. The state of youth in South Africa

South Africa has been dubbed “a young country”, with youth making up the majority of the population. According to the 2011 Census, youth aged 15-24 account for 20%, while those aged 15-34 account for 37% of the country’s population (Statistics SA, 2012). This means that South Africa is indeed full of potential for growth and development because it has a wide base of human capital, the youth. It is therefore important for the country to invest in its young people and thus ensure that they obtain good education and make successful transitions into the labour market. However, this large population of youth in the country means that there is a strain on the resources allocated to provide for young people. Subsequently, young people make up one of the most vulnerable groups in the country and as Booyens and Crause (2012) assert, increasing numbers of young South Africans have yet to experience their rights and opportunities.

Although most young people who were born post-1994 did not personally experience Apartheid, they still face the adverse effects of the past, such as poverty and violence which prevail in post-apartheid (Jobson, 2011). Almost two thirds of young people aged 15-24 live in households that have a monthly expenditure of less than R1200 (Human Science Research Council, 2012). This means that there is limited access to some basic resources and services

that could assist in their development. Consequently, these young people may not be able to get a good education, and may therefore struggle to break into the labour market to secure a good job to provide for themselves and their families. The majority of these young people hail from the disadvantaged black communities (townships and rural areas) where resources are limited and thus present little opportunities for young people to escape poverty and vulnerability (National Youth Development Agency, 2011). Statistics South Africa (2014) notes that black African families in the country have lower income-levels as compared to their white counterparts, and thus more black youth are at risk of poverty.

Furthermore, youth unemployment is high and remains one of the country's biggest challenges. At 36.1%, youth unemployment has risen from 32.7% six years earlier (Paton, 2014). Although youth account for one in every two of the working population (Statistics South Africa, 2014) explains that their share of employment is lower at 40-45%. Black African youth are more vulnerable to unemployment. Statistics South Africa (2014) states that in 2014, the rate of unemployment among black African youth was 4,1 percentage points higher than that of the youth in the coloured population group, and as much as 23,7 and 29,8 percentage points higher than that of the Indian/Asian and white groups.

According to Jobson (2011) the country's job market does not have adequate capacity to absorb the large numbers of young people exiting educational institutions. The drop-out rate is another challenge in the education system. According to the Department of Basic Education (2011) school drop-out rates increased from Grade 9 upwards, reaching almost 12% in both Grade 10 and 11 in 2008/09. Poverty can be a strong factor as it places the learners in difficult situations whereby their school needs are not met. Consequently, the learners find it best to drop out and free their parents the financial burden that comes with school needs. Additionally, there is the persistent issue of drug/alcohol abuse among young people in the country. The City of Cape Town (2013) for example states that the Western Cape has the highest proportion of binge drinkers in high school – 34% versus 23% for the national average. This means that youth in the province are more likely to engage in destructive behavior which could jeopardise their personal development. It is clear that there should be more efforts to help young people overcome these challenges and thus increase their involvement in the country's education institutions, job market, politics and civic activities. The country loses out when institutions fail to prepare young people to live up to

their potential because they are the country's future resources for growth (McLaughlin, 2000).

2.2. Youth participation in community development

Checkoway and Gutierrez (2006) define youth participation as a process involving young people in the institutions and decisions that affect their lives, therefore making them active rather than passive recipients of services in their communities. As Brennan, Barnett and McGrath (2009) explain, due to a host of social and economic obstacles within communities, it is essential that strategies for increasing youth participation in community development be identified and encouraged. Jennings et al (2006) concur that opportunities to engage youth in meaningful activities through which they make a significant contribution to their communities as essential for critical youth empowerment. This is because young people need to familiarise themselves with the needs of their communities in order for them to be able to participate in initiatives aimed at meeting those needs.

Furthermore, Checkoway and Gutierrez (2006) emphasise that youth participation can strengthen social development, build organisational capacity, and hence create positive changes for both youth and their communities. Jennings et al (2006) add that youth participation makes it possible for youth to be involved in social transformative actions. Through participation, young people are therefore empowered to play a significant role in their own development as well as the development of their communities (United Nations (UN), 2010). With their vigour and vibrancy, young people are a good resource base. Pittman (2000) concurs that youth participation holds the promise of instilling a sense of civic and social responsibility in young people. Young people therefore get the experience of genuine participation and knowledge of responsibilities of real citizenship which will help them become effective and efficient role players in their communities (Mullahey, Susskind and Checkoway, 1999). Youth participation therefore affords young people an opportunity to construct the world they would want to live in while at the same time developing themselves (Phaswana, 2009).

Although opportunities to put young people at the center of service delivery have not been consistently taken, when there has been initiation or facilitation, it is noted as a „very positive“ experience for the young people concerned (Smith, 2008). This shows an existing

desire in young people to participate in their community's development. For example, through a study, Adolina, Jenkins, Keeter and Zukin (2002) found that most youth harboured a strong desire for their communities' development and a strong belief that they shared a collective responsibility for bettering society. Checkoway and Gutierrez (2006) argue that youth participation is about real influence of young people and not about their passive presence. Jennings et al (2006) concur that environments conducive for critical youth empowerment are those in which youth have a sense of ownership. This is an advantage because young people are innovative and creative in problem solving and solution finding; they are the key to helping communities meet their subsistence needs (Department for International Development (DFID), 2010). Young people bring new energy and optimism to community problem solving which can strengthen development (Pittman, 2000). In fact, Mokwena (2003) asserts that there is a correlation between youth participation and a community's/society's level of development. He explains that the capacity of a society or community to maximize young people's participation as citizens in the social, political and economic life indicates the extent to which that society can flourish.

Furthermore, youth participation is a multi-dimensional field which needs to be understood effectively in order to allow policy-makers and development practitioner to make better judgments about policies concerning youth. In an attempt to understand this, Phaswana (2009: 7) makes a distinction between the kinds of youth participation as being;

- „adult-youth“ relationship: it involves adults engaging youth in projects or programme action. This is therefore an instance whereby an existing organisation sets out to involve young people in its project;
- „youth-only“ initiatives: In another instance, when young people work together to plan, design and carry out an initiative in their communities with limited or no adult assistance, it becomes an example of a „youth-only“ initiative;
- Intergenerational initiatives: this involves youth representing peers in decision-making or even isolated structures that mimic adult structures.

Checkoway and Gutierrez (2006) make a similar distinction as Phaswana (2009) above, but add that the issue is not whether the effort is youth-led, adult-led, or intergenerational, but rather whether young people have an actual effect in the decision-making/planning and implementation process. Mokwena (2003) explains that this is often a challenge because young people's participation in society is mediated by adults. Phaswana (2009) concurs that

young people tend to be the most restricted citizens. As Wood and Hine (2009) note, young people therefore need to be engaged by adults as partners in their own development and in their development of their communities. Active efforts by adults to involve youth in decisions relating to their own natural environment and neighborhoods may help foster youth civic engagement, which consequently enhances community connection Brennan et al (2009). Enfield and Owens (2009) concur that in order to create an asset-rich environment for youth; adults throughout the community therefore need to adopt a common language and vision of youth that is encouraging, supportive and positive. Positive recognition by adults especially has beneficial implications for young people's maturing self-esteem and self-efficacy (Jennings et al, 2006). It is therefore critical for young people to feel they have the support of the adult community members because this alone is motivation enough for them to want to do good for their communities. This therefore means including young people as partners in programme planning or community mobilisation efforts (Wood and Hine, 2009). Mokwena (2003) also argues for a change of perspective, because where an initiative allows young people to exercise more of their skills and competencies, they are more likely to be empowered. One of these skills according to Mullahey, Susskind, and Checkoway (1999) is gaining the confidence to speak out about issues in their communities. Jennings et al (2006) add that communication skills are bound to be advantageous for youth later in their lives. This is important as it helps young people build a lifestyle of ongoing participation in their communities' development. Instead of looking at young people as a liability, Mokwena (2003) asserts that communities and organisations can benefit from the unique experiences, perspectives and resources that young people bring with them to the table.

Furthermore, in African societies such as South Africa, the idea of participating in one's community services in any form, for instance volunteering, harnesses the spirit of *Ubuntu*, which according to Perold (2006) has formed part of the social fabric of African countries for many centuries. The African Youth Report (2011) for example, advocates that young people should be given an opportunity to develop life skills through volunteering, starting from participation in their communities. Volunteering in the community can improve youth participation and harness the energy and vigor of young people while at the same time enhancing their life and work-related skills (African Youth Report, 2011). This helps to improve young people's long-term security and also control over their own lives (DFID, 2010). Wood and Hine (2009) add therefore that a major premise of the community

development framework is that young people should be actively engaged in their own development, and the development of the world that surrounds them.

Youth participation in community development should therefore be seen as an effective strategy as it contributes not only to the development of the community, but to the personal development of the youth involved (Brennan et al, 2009). This interplay between youth development and community development has influenced the growing field of youth organising and other efforts to encourage and support youth participation in their communities (Christens and Dolan, 2010). Participation of youth, as the African Youth Report (2011) emphasizes, also increases young people's awareness of different groups in society while at the same time enhancing their personal efficacy. Youth participation therefore does not just alter relationships between youth and adults, but also changes relationships across social divides through multicultural and interfaith collaboration (Christens and Dolan, 2010). Chinman and Linney (1998) add that through participation, young people become less egocentric after they interact with their peers and adults. Young people, more than adult members, are able to penetrate through racial, cultural, and religious boundaries, making them more effective in social organising which is necessary for their development and that of their communities.

Perold (2006) makes the point that while young people can actively participate in social change and their personal development, social and historical conditions have a major influence on their ability to do so. There are often barriers for this kind of involvement for young people and it differs from community to community. The most common barriers are limited resources and opportunities, as is the case in developing countries such as South Africa. Young people should therefore, according to the African Youth Report (2011), be provided with easy access to such opportunities; if they can identify such opportunities easily in their communities, they are more likely to volunteer and to participate. The Institute of Security Studies (ISS, 2009) suggests that young people's positive contribution to development could be augmented through national youth service programmes. The institute argues that youth should therefore be given more responsibility and power, and may address the prevailing challenge of their long-standing marginalisation in decision making and development across the country and continent. Governments and NGOs in African countries are increasingly trying to attract youth into service and volunteering in different ways

(Perold, 2006). The author explains that this is stimulated by high levels of youth unemployment and the lack of participation in civic activities among young people.

The one way in which South Africa's government has attempted to deal with the 40% of young people neither in educational institutions nor employment, and to explicitly develop their civic engagement is through the National Youth Service scheme (Jobson, 2011). Due to limited opportunities for further education and few options for employment, more and more South African youth are therefore turning to voluntary service as a means of acquiring the experience and skill that could give them access to the labour market (Perold, 2012). Through this, more young people will get the opportunities to participate in development while at the same time strengthening their capabilities. Mokwena (2003) asserts that policies and programmes should therefore focus on getting young people integrated into the social and economic mainstream. He proposes that educational institutions can do better when they create platforms for young people to be involved in the decision-making process of the school through its governance structures. Through this kind of engagement, young people are introduced into a world of leadership and thus increase their chances of becoming influential members of society. However, a challenge in South Africa as Foley (2005) points out, is that unlike during the 1970's, there are a far greater number of young people who are not in schools, not in universities and not in jobs. She adds that learning institutions can therefore not be the only environment where young people are reached (Foley, 2005).

2.3. Youth participation, community development and youth development

Lerner, Alberts, Jelacic and Smith (2006) express that typically, when people describe a successful young person, they speak of a youth whose problems and faults have been managed, or are at the very best, absent. The authors add that this kind of youth might then be someone who is *not* taking drugs or using alcohol, is *not* engaging in early or unsafe sex, and is *not* participating in criminal activities (Lerner et al, 2006). Instead of looking at the „problematic“ behavior of youth, scholars believe that youth should be viewed as capable individuals. Scholars believe that this kind of thinking built on to the premise of positive youth development has ignited calls for increased non-problem-focused programming for practitioners who had traditionally focused on vulnerable/at-risk youth (Pittman, 2000). This school of thought advocates the need for significant activities that challenge youth to develop new skills and insights (Jennings et al, 2006) while at the same time being agents of positive

change in their communities. Through this, youth development and community development are achieved.

Youth development is tied to young people's capacity and willingness to participate at a micro level and at a macro level (Mokwena, 2003). When young people are included in the socio-economic stream, they are bound to accomplish the goals they need in order to achieve their own development. Youth participation facilitates psychological empowerment, leadership development, and socio-political development for youth (Christens and Dolan, 2010). Participation in community development is therefore considered as one of the key strategies that increase young people's connections to positive, supportive relationships and challenging, meaningful experiences which they need to grow into socially responsible and productive individuals (Judd, 2006). Jennings et al (2006) add that through participation, youth experience opportunities for engagement with diverse sectors within their communities. As Institute for Security Studies (2009) explains, youth participation therefore helps to form human and social capital and encourages autonomy and self-esteem. Mokwena (2003) posits that participation is both a precursor and outcome of the youth development process. He explains that as young people participate, they tend to be more eager and willing to partake in other activities in their families, communities and broader society.

Youth development is seen as an enabling factor for young people to lead a healthy, fulfilling, productive life, as young people and later as adults (Wood and Hine, 2009). This is because they gain the competence to earn a living, to engage in civic activities, to nurture others, and to participate in social relations (Wood and Hine, 2009). For young people in vulnerable situations for example (sexual identity, family issues, finance distress, etc.), Smith (2008) explains that their involvement in community development activities may create a „safe haven“ where they can develop beneficial networks and relationships. Christens and Dolan (2010) concurs that through the involvement of youth in these activities, they are able to build to and develop close bonds of friendship that they liken to a “second family”. Through participation therefore, youth not only gain a stronger sense of agency but also get a strong sense of belonging and connection to others, particularly adult community members (Zeldin, Petrokubi, Collura, Camino and Skolaski, 2009). Youth participation therefore supports the development of intergenerational relationships between youth and adults (Institute of Security Studies, 2009). Another crucial feature of such activities as noted by

Christens and Dolan (2010) is that youth themselves are involved in intentionally developing each other as leaders. This is through working together and sharing ideas/opinions. Furthermore, participation leads to the identification of empowerment assets that link youth to community development and thus serves as important protective factors against risk (Scales and Leffert, 1999). Participation is therefore effective in reducing forms of deviant/destructive behavior which could be detrimental to young people's development. Jennings et al (2006) concur that participation can reduce youths' engagement in negative social activities as highlighted in the narratives.

During the 1970's in South Africa, it was not possible to separate youth development from community change (Foley, 2005). This is because young people were very active in the country's political affairs under the apartheid regime. She argues that in the 1990's, the youth development approaches failed to offer adequate understanding of young people's continuing role community change. Jobson (2011) concurs that more attention is paid to young people's participation in the political domain, for instance their role in the African National Congress. She argues that this has reduced the country's ability to, promote and encourage broad-based community and youth development. A review on youth development indicates that despite efforts, youth development challenges remain enormous (National Youth Development Agency, 2011). Agencies/institutions have failed to measure up to expectations with some even collapsing, for example, the National Youth Development Forum (Everatt, 2000).

In light of these challenges, the government remains committed to curb youth development challenges. Perold (2012) notes that there are a number of policies and programmes aimed at youth development, especially opportunities for youth service through volunteering. The solution to incorporate youth development and community development does not only lie in the hands of the state's policies and programmes, but also in the creative partnerships between the state and the people (Foley, 2005). Phaswana (2009) notes that the voluntary sector continues to play a major role for youth development across South Africa in the form of community-based organisations which are mostly supported and funded by international agencies/donors. Such organisations specialise in health matters, arts and culture, education and sports. Everatt (2000) adds that in the country, churches have also played a critical role in young people's development throughout the years. Therefore, he proposes that for

programmes to achieve significant outreach among young people, the churches should also be considered as critical partners.

Youth development should therefore not be seen only as a responsibility for parents and professionals, but also as a responsibility of entire communities especially the adults (Brennan et al, 2009). The authors explain that this relationship between youth and adults is essential to partnership building and long-term involvement (by both youth and adults) in youth and community development efforts. However, there should be a limit to adults' involvement in order to accomplish the goal of youth development. The Institute of Security Studies (2009) explains that for too long, the vision of youth development at national levels has been narrowly bounded by role differentiation and power structures established by adults, resulting in limited engagement with the youth. Youth should therefore be given equal opportunities to participate community development efforts.

Furthermore, with current labour market demands, it is hard for young people to get jobs due to inadequate work experience. Participation of young people in community development can therefore help them by giving them work experience that can assist them on the journey towards employment and thus help them jumpstart their transition into adulthood (The African Youth Report, 2011). Giving young people the opportunities to participate in their communities' development can equip them with necessary skills that may help young people to secure jobs. According to The Parliamentary Liaison Office (PLO, 2012), in South Africa, young people are educated but still lack the skills needed by most employers. Perold (2006) asserts that voluntary services can provide young people with formal experiences of civic engagement which can be helpful for employment opportunities. Having skills and opportunities for employment is critical for young people's development. This underscores the fact that youth are builds human capital through their involvement (Christens and Dolan (2010)). Youth development also encourages building networks and linkages with other stakeholders to help put young people's assets in the center as well as strengthening their capabilities (Cornwall, 2010). While youth may have assets that contribute to their own success, Brennan *et al* (2008) explain that family and community contexts are important considerations in the way that they help shape young people and their development. The authors add that it is also important to consider how youth development shapes communities. Youth and communities therefore have mutual benefits that result from social, human, and economic assets exchanged through participation (Brennan et al, 2009). The authors add that

youth development may hold the key to long-term social and economic stability in the communities.

3. Community development

Community development is the mobilisation of community members to actively participate in initiatives aimed at poverty alleviation, solving social problems, and achieving social development (O'Brien, 2009). Similarly, Matarrita-Cascante and Brennan (2012) define community development as a process that entails organisation, facilitation, and action, which allows people to establish ways to create the community they want to live in. With the above definitions, it is clear that community development is achievable only if there is a concerted effort among community members who have a similar goal of improving their well-being and that of their community. Through this process, relationships are built and as Barnett and Brennan (2006) point out, when individuals interact with one another, they begin to mutually understand collective needs and create awareness of opportunities for involvement. According to the critical youth empowerment theory, a community is improved when more diverse representation of citizens is engaged in building their society (Jennings et al, 2006).

Cornwall (2010) explains that a significant component of community development is the focus on community empowerment which targets personal empowerment and positive action that addresses poverty, health and other challenges. Community developers harness local economic, human, and physical resources to secure daily requirements and respond to changing needs and conditions in the community (Matarrita-Cascante and Brennan, 2012). According to the critical youth empowerment theory, participation enhances the capacity of individuals to contribute to and work in collaboration with others to effect social change (Jennings et al, 2006). Community development initiatives therefore have an advantage that they help enhance human capabilities, and thus strengthen community members' chances to solve their social and economic problems. Christens and Dolan (2010) add that it should therefore come as no surprise that human development and community development processes are most efficient when intertwined.

Due to various development challenges across the globe, the World Bank Group (2000) explains that there is a need for a new vision of prosperity, which is achievable through the

empowerment of people at micro-level. The main principle behind community development is for people at grassroot level to be given the opportunity to participate and thus be the driving force behind community development activities. Davids, Theron and Maphunye (2009) explain that this means that communities are able to take initiative to formulate objectives involving changes in their living conditions in their communities. Community development involves grassroots community organising, which alters the local political cultures where it takes place in order to ensure equal opportunities for members (Christens and Dolan, 2010). The people at the center of the development activities are the community members because they are the main beneficiaries of these initiatives. Furthermore, Matarrita-Cascante and Brennan (2012) note that because of the multiple stakeholders involved, their goals, and management of resources; community development produces many different outcomes. Whatever the outcome is, the needs of community members should be the main priority.

In South Africa, community development can be traced back to the apartheid era whereby the civil society played a significant role in the initiation and implementation of community development projects. According to O'Brien (2009), civil society played a key role in dismantling an unjust regime through its capacity to assist in the mobilisation of the masses and thus even in present day South Africa, O'Brien (2009) asserts that community development is facilitated largely through voluntary organisations. Formation of partnerships by these organisations has led to successful establishment of networks among community agencies (Jennings et al, 2006). The South African government also recognises the importance of community development and as such, Cloete, Wissink and De Coning (2006) state that government projects now have a development focus aimed at eradicating poverty while at the same time empowering people in their communities. Additionally, with the demise of the apartheid regime, a more comprehensive, people-centred approach was adopted in order to provide a starting point in addressing the injustices of past development efforts (Davids et al, 2009). This is an ideal approach to community development as it entails public participation, social learning, empowerment and sustainability which are all critical for the foundation of human and social capital at micro-level (Davids et al, 2009). O'Brien (2009) adds therefore that literature on community development is very much concerned with the marginalized, the illiterate, HIV/Aids victims, the rural and impoverished populations, and the issue of gender in development.

4. Theoretical Models

Positive Youth Development Approach (PYD)

The Positive Youth Development (PYD) approach is the work of scholars who believe that contrary to orthodox beliefs of young people as „at risk“, young people are resources and assets in their communities and broader society. According to Benson et al (2006) the origin of the PYD perspective can be traced to practitioners working with youth when they witnessed the benefits of using strength-based models with children and adolescents. Since Hall's study of adolescent development in the early 1900's, the prime focus was on deficit models which tended to concentrate on young people's negative characteristics such as „broken“, „problems“, „at-risk“ and „dangerous“ to mention a few (Lerner, 2005). In the 1990's however, a new school of thought regarding positive development emerged which looked beyond young people's negative characteristics and behavior (Lerner, 2005). Enfield and Owens (2009) explain that PYD is therefore a shift from labeling youth and working only with those „at risk“ or from focusing on the prevention of negative and deviant behavior. As Judd (2006) explains further, this approach looks beyond problems and deficits that are usually associated with young, but rather focuses on the capacity, strengths, and development needs of young people. Benson, Scales, Hamilton, and Sesma Jr. (2006) suggest that PYD takes a strength-based approach to defining and understanding how children and youth influence and are influenced by their contexts (family, school, community) over time. The concept of a “positive approach” is therefore based on research that advocates the idea that youth need certain resources or assets to thrive (Enfield and Owens, 2009). Such assets include positive and supportive relationships in their communities (Judd, 2006). It therefore recognises the community as a multifaceted setting in which young people can exercise agency and inform the settings, places, people, and policies that can at the same time have an impact on their own development (Benson et al, 2006).

Scholars have devised The 5 C's as a guiding framework for Positive Youth Development. These five constructs were hypothesized as a way of conceptualizing PYD and of integrating all the separate indicators (signs to look out for in young people) of the framework (Lerner, 2005). These indicators can thus be used in understanding the goals and outcomes of community-based programmes aimed at enhancing Positive Youth Development (Lerner et al, 2005).

The 5 C's of the Positive Youth Development Approach

Table 1: The 5 C's

5 C's	Definition
Caring and compassion	A sense of sympathy and empathy for others.
Character	Respect for societal and cultural rules, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.
Competence	Positive view of one's actions in domain specific areas including social, academic, cognitive, and vocational.
Confidence	An internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain specific beliefs.
Connection	Positive bonds with people and institutions that are reflected in the bidirectional exchanges between the individual and peers, family, school, and community in which both parties contribute to the relationship.

Source: Lerner (2004)

The 5C's were used in the study to construct themes for the interview schedule (data collection) to examine how young people's lives had been changed by their participation on community development. The researcher asked questions based on young people's compassion for others, their character in their communities, changes on their competency levels, their confidence in their work and lastly, their connection to their community and community members. The theory also informed and dictated the data analysis and interpretation process.

Critical Youth Empowerment Theory (CYE)

According to Jennings et al (2006), critical youth empowerment theory was derived from four youth empowerment models, namely; the adolescent and empowerment cycle (Chinman and Linney, 1998), the youth development and empowerment program model (Kim et al, 1998), the transactional partnering model, and the empowerment education model (Freire, 1970). The CYD theory builds on these theories and their contribution to youth development and youth empowerment which encompass activities and contexts that allow youth to engage in organisational, institutional and societal structures (Jennings et al, 2008). The authors add

that the aim of the theory is to support and foster young people's contribution in positive community development activities and thus assist them to become critical citizens who are capable of meaningful participation. The theory comprises six dimensions (Jennings et al, 2008) which have been used in the study to construct the interview schedule and themes for data analysis. These principles have been utilised in the study to assess the experiences and impact of participation on the lives young people, their roles and the roles played by adult community members;

- A welcoming and safe environment
- Meaningful participation and engagement
- Equitable power-sharing between adults and youth
- Engagement in critical reflection and on interpersonal and socio-political processes
- Participation in socio-political processes to effect change
- Integrated individual and community-level empowerment.

5. Policy framework

The study has been influenced by the following policies ratified in the country to deal with the prevailing youth development challenges. The policies seek to assist key role players in planning and implementing effective programmes for youth development across the country. They have been used in the study due to their objectives regarding youth development.

National Youth Policy (Republic of South Africa 2009-2014)

The National Youth Policy (NYP) 2009 – 2014 forms part of a global trend where governments are formulating youth policies that respond to the changing conditions of young people in the 21st century (RSA, 2009). It further provides a basis for review of key achievements and emerging trends in the field of youth development by reflecting on the role of youth, those responsible for provision of their services, and key social support systems (RSA, 2009). The policy has offered a set of policy priorities and recommendations as the way forward to turn the concept of youth development into action, thus ensuring that young people in the country unleash their full potential while contributing to the overall development of society at large (RSA, 2009).

National Youth Development Agency Act no.54 of 2008

According to RSA (2008:2), the act provides for the establishment of the National Youth Development Agency aimed at creating and promoting coordination in youth development. The act has mandated the National Youth Development Agency (NYDA) to carry out its objectives. As one of its objectives, Jobson (2011) writes that the agency intends to partner and assist organs of state, the private sector, and NGOs and community based organisations on initiatives directed at attainment of skills and employment opportunities for young people. Additionally, the NYDA (2011:8-9) states that the mission of the agency is to initiate programmes directed at poverty alleviation, urban and rural development and the combating of crime, substance abuse and social decay amongst youth.

African Youth Charter (African Union, 2006)

Since the adoption of the African Youth Charter by the Seventh Ordinary Session of the African Union Assembly held in Banjul, on July 2nd, 2006, Ubi (2007) explains that a new era began whereby the issues and problems of youth took prominence on the continent. Subsequently, more African countries have put youth development at the center of their policies, programmes and development plans. According to NYDA (2011) South Africa signed the charter in 2008 and ratified it in 2009. The ratification of the Charter signaled the country's commitment to improving the state of youth in the country (NYDA, 2011). The Charter recognises that youth are partners, assets and resources, thus a prerequisite for sustainable development with a contribution to make to the present and to future development (African Union, 2006). The Charter also acknowledges the increasing calls and the enthusiasm of youth to actively participate at local, national, regional and international levels to determine their own development and that of society at large (African Union, 2006). Article 11 in the Charter states that every young person shall have the right to participate fully in all spheres of society and thus calls for state parties to ensure equal access for young men and young women to participate in decision-making and in fulfilling civic duties (Africa Union, 2006:6).

This chapter reviewed literature on the state of young people in South Africa, youth participation and its impact on youth and community development. The chapter also presented the main theories and how they have been used in the study. Lastly, the chapter provided a policy framework outlining national and regional policies adopted by the study.

CHAPTER THREE:

METHODOLOGY

3. Introduction

This chapter commences with a discussion regarding the research design used in the study. Next, the chapter discusses the population and sampling techniques used to select suitable respondents. Furthermore, the chapter provides an outline of the data collection approach used by the researcher. Thereafter, data analysis and verification are discussed followed by possible limitations of the research.

3.1. Research design

This study used an exploratory qualitative research design, which is useful when a researcher seeks to elicit a participant's experiences, perceptions and the meanings they attach to them (De Vos, *et al* 2011). Through this design, researchers are able to get insight into and understand some aspects of the subjects' social life. Babbie and Mouton (2001) explains that the primary goal is for the researcher to be able to describe and understand aspects of human actions and behavior. The study sought to find out what makes young people participate in community development organisations and how they benefit from their participation as well as how their communities benefit from their participation. This was through young people's own experiences and in their spoken words. For this study a qualitative research design was relevant because the main aim for the researcher was to explore and understand young people's actions and behavior pertaining to their participation in community development. The researcher's intention was therefore to collect rich and detailed information from her respondents that would help her understand their perceptions and actions regarding community development. The researcher was able to do so using the qualitative research design because it produces descriptive data in the participant's own written or spoken words and thus involves identifying the participant's beliefs and values with regards to the subject matter (De Vos et al, 2011).

3.2. Population and Sampling

The study population consisted of young people between the ages of 14 and 35 residing in townships in the Western Cape Province. This age bracket is based on the definition outlined in the National Youth Policy 2009-2014 which aims to include larger numbers of youth (hence the big gap between 14 and 35) in youth development programmes and thus help integrate them into the social and economic environment in the country. For this reason, the study adopted the policy's definition of youth (14-35 years) as it advocates for increased efforts for youth development across the country. From this population, the researcher selected a sample of 18 youth respondents who are currently involved in community development organisations within these townships.

Mouton (1996) defines a sample as a group of individuals selected on the basis of unique or particular characteristics with the intention of finding out something about the total population from which they are selected. For the purpose of this study, two sampling techniques were employed to select respondents, namely: purposive sampling and snowball sampling. A purposive sample consists of individuals with specific characteristics selected according to the degree to which they were able to provide rich and detailed information about the issues that were integral to the study (Strauss and Corbin, 1998). Therefore, respondents in the study were selected using the following specific criteria:

- a) They were youth involved in community development organisations
- b) Between the ages of 14 and 35
- c) They were either students or employed/unemployed
- d) They resided in the communities of interest

The researcher then used snowballing sampling to access respondents who were readily available for interviewing. According to Babbie and Mouton (2001), snowball sampling involves collecting data on a few individuals of the target population and then asking those individuals to provide information needed to locate other members of that same population that they may know. This type of sampling is a much more convenient method to use when the target population is challenging to locate, as was the case in this study.

The researcher interviewed eighteen youths residing in five communities, namely; Kay, Dell, Sam, Philly and Bon (pseudonyms). These respondents worked with the nine community development organisations involved in the study. First, she approached two organisations that

provide young people with platforms to participate in their operational activities and programs for community development. From these two of the organisations, she obtained a list of more than 10 youth respondents. She contacted the respondents from the list provided to see who would be available and was willing to be interviewed. She had challenges with these lists as most of the young people on the lists were either unavailable or it was a wrong number. The researcher then used snowball sampling from the second list provided by the second organization. Snowball sampling enables a researcher to gain more access to appropriate participants for the intended study. The researcher would then ask the person(s) to refer her to another person with similar attributes (De Vos, et al 2011). Through this technique, the researcher was able to obtain seven respondents and a further seven organisations from the snowball technique. Due to the above-mentioned challenges, the researcher was able to interview only 18 respondents instead of 20.

The researcher then contacted her respondents in order to introduce herself and her study, thus creating rapport with those available and willing to participate in the study. Furthermore, she had to ensure that the respondents' parents (for those between the ages of 14-17) were aware of the study. In order to ensure this, she first made contact with the parents and introduced herself and her study and thereafter requested permission to interview their children. She then scheduled interview dates based on the respondents' availability, especially those whom were in schools. For those within the ages of 14 and 17, their parents had to sign the consent form before any interview could take place.

3.3. Data collection approach

The data collection phase began in March 2014 and the last interview was in May 2014. The researcher travelled to four different communities in Kay¹, Dell, Sam and Philly to meet with her respondents. Most of the interviews were conducted within the premises of the organisations. Some were conducted in libraries or quiet public areas in their communities, depending on the respondents' schedules.

The approach allowed the researcher in the study on youth participation to conduct in-depth interviews with her respondents and get rich information as the respondents could divulge

¹ These are pseudonyms for the respondents' communities for confidentiality purposes

about participating in community development organisations. In-depth, face-face interviews were conducted with the use of a structured interview schedule. These types of interviews are used to explore, in detail, the respondent's own experiences and perceptions. The questions were open-ended thereby allowing the respondents to speak freely and as much as they felt necessary. The questions explored young people's experiences participating in the community development organisations; their motivation for participation, their roles and responsibilities and what kind of activities they became involved in. The interview schedule also included questions about the young people's perceptions of the benefits that these community development organisations have brought to the communities. Additionally, the respondents shared their views on how their lives had been changed by their participation in the community development organisations and also how much value their participation added to the organisations' development activities.

The length of the interview sessions ranged from 30 minutes to an hour. A digital recorder was used in all interviews so as to carefully capture the responses from the respondents. The recordings were important for the purpose of transcribing the interviews.

3.3.2. Ethical considerations

As a researcher, one has to be aware of his/her responsibilities to protect respondents and their interests. Research should be carried out in a manner that does not infringe upon the rights and safety of the subjects it intends to study. Below is an outline of some of the ethical considerations the researcher followed during the data collection period adapted from Babbie and Mouton (2001) and De Vos et al (2011).

Voluntary participation: all the respondents only participated if they were willing to do so; the researcher did not coerce or manipulate them into participation or compliance.

Informed consent: it was the researcher's full responsibility to inform her respondents about the general nature of her research, which thus gave them a chance to decide whether or not to participate in the study. In the case where minors (14-17 years) were concerned, their parents were informed about the study and had to provide permission for their children's participation. No one between the ages of 14-17 was interviewed without their parents' consent.

Deception of respondents: The researcher was clear and transparent to her respondents about information relating to her research and she did not mislead them just to gain their interest in the study and their compliance.

Confidentiality: It was important for respondents to know that what they shared with the researcher would remain between the researcher and the respondents. This was advantageous because they felt unrestricted to share their information as much as they could. It was the researcher's responsibility to guarantee the confidentiality of her respondents' names and also assured them that what they shared with her was purely for research and academic purposes.

Permission for the use of digital recorder: Before every interview, the respondents were sensitized about the use of the digital recorder and thus, it was the researcher's responsibility to request permission from them for the usage of the digital recorder.

3.4. Data Analysis

The researcher used Tesch (1992) steps for data analysis which are popular in qualitative research designs. Babbie and Moutton (2001) explain that Tesch provides a useful structure and framework for researchers to create some order of data analysis types. The steps help researchers to engage with their data in to order come up with different categories which can be derived from emerging themes or patterns. For this to happen Tesch (1992) explains that the researcher has to be especially alert to the items in the data that point to content „labels“. Below is an outline of steps taken by the researcher as guided by Tesch's framework (1992);

1. The researcher started by carefully reading through all the 18 transcripts. Tesch (1992) explains that analysis should begin with a thorough reading of the data to get a sense of the scope. Thereafter she proceeded to select one interview at a time, in order to understand what each respondent was saying in relation to the objectives of the research. These objectives then became the main themes. From the data, she came up with four major themes.
2. Next, the researcher jotted down some words (labels) on the margins that capture the meaning that the respondents will give, and then added notes that raise questions. She then used colour kiosks so as to colour code labels that seemed to be

linked to each other. The colours were used in a way that different colours were used for different sets of categories that belonged to a theme.

3. This process was repeated with all the transcriptions, with the researcher being mindful about the labeling process. She then re-labelled the transcriptions based on proper re-reading and with the objectives in mind. Once all the labeling was carefully considered, she grouped labels under a main theme or categories of that theme. The researcher then went back to the objectives to make sure that her main themes reflected issues linked to the objectives.
4. Themes were then reworked so that they were mutually exclusive. An initial scheme was developed as it set out the main themes with categories of those themes. A table/framework was then refined in order to make sure that it flowed logically, and was coherent and mutually exclusive.
5. Data was then coded and once the researcher was satisfied with the table, she used it as a framework/format for discussing the analysis in Chapter 4. Thereafter, when writing up her findings the researcher then introduced the issues linked to the themes with actual quotes/narratives of her respondents.
6. The researcher then ensured that each major section which is linked to a theme had several quotes from the respondents attached to it. Lastly, she linked these quotes (from the findings) to other research done (for example, authors from the literature review).

3.5. Data Verification

Data verification involves assessing the quality of data findings in a research study, to be able to convince the researcher and his/her audience of the trustworthiness of her findings. This according to Patton and Cochran (2002) means that both the researchers and the users of the findings can be as confident as possible that the findings reflect what the research set out to answer, rather than reflecting the bias of the researcher. According to Babbie and Mouton (2001:277) credibility “checks whether there is compatibility between the constructed realities that exist in the minds of respondents and those that are attributed to them”. For referential adequacy in this study, a digital recorder was used during all the interviews to ensure that findings are accurate and consistent to what the respondents said. The recordings are currently in both the digital recorder and hard drive for security reasons. Additionally, all

18 transcripts are stored in a hard drive. Confirmability evaluates the extent to which research findings reflect the objectives of the study, free from the biases of the researcher (Babbie and Mouton, 2001). To ensure data trustworthiness therefore, an inquiry auditor may be utilised to examine the data.

3.6. Limitations of the study

Initially, the researcher had intended to interview a total of 20 respondents for the study, but due to some challenges regarding the organisations and time constraints, only 18 respondents were ultimately interviewed. Additionally, some respondents had very little experience regarding community development (six months-one year) and were therefore less insightful compared to those who had been participating for a number of years. The researcher can therefore not adequately assess the impact of their participation in their lives or the community in general.

This chapter presented the qualitative research design which has been used in the study, its attributes and techniques used for data collection. The researcher used purposive and snowball sampling to attain a total of 18 respondents from five different communities. The researcher also used a structured interview schedule to guide all 18 interviews, while being mindful of research ethics discussed above. Furthermore, the researcher used Tesch (1992) steps of data analysis which were also discussed in this chapter. Lastly, limitations of the study were outlined.

The next chapter presents and discusses the main findings of the study from data collected by the researcher. Themes and categories formulated by the researcher will guide the discussion.

CHAPTER FOUR:

DISCUSSION OF FINDINGS

4.1. Introduction

This chapter presents the findings from qualitative interviews with 18 youth respondents on their experiences of participating in community development organisations in select areas in Western Cape Province. Section 4.2 presents the profile of the respondents in terms of age, sex, population group, occupation, community and type of activity. Section 4.3 presents the roles and responsibilities of young people in their respective organisations. Lastly, section 4.4 discusses the findings which will be guided by a framework of analysis.

For confidentiality purposes, the researcher has used pseudonyms for the respondents, their communities and organisations.

4.2. Profile of the respondents

Table 2: Demographic characteristics of the respondents

VARIABLE	NUMBER	PERCENTAGE (%)
Gender		
Males	11	61.1%
Females	7	38.9%
Average Age	24	
Race		
African	17	94.4%
Coloured	1	5.6%
Occupation		
Employed	5	27.8%
Unemployed	5	27.8%
Student	8	44.4%
Family Structure		
Nuclear	6	33.3%
Single Parent	4	22.2%
Extended	2	11.1%
Other	6	33.3%

Community²		
Kay	11	61.1%
Sam	4	22.2%
Dell	1	5.6%
Bon	1	5.6%
Philly	1	5.6%
SAMPLE SIZE = 18		

Age, Race and Gender Profile

Table 1 and 2 presents the demographic characteristics of the respondents. The age range of the respondents was between 15 and 34. The average age is 24. Most of the respondents are black (17) and only one (1) is coloured. This is because majority of the organisations were situated in predominantly black townships and thus more black respondents were interviewed. The table also shows that most of the respondents are males (11) and seven were females. The reason for this could be that males were more available for the interviews than the females.

Occupation

Eight (8) respondents, particularly those under the age of 20, were still in school at the time of the interviews. Most of the students (7) were in high school with four in Grade 11, and three were in Grade 12. The eighth student was involved in further education courses. Among the 10 respondents who were not students, five were employed while the other five were unemployed. The five who were unemployed were actively searching for jobs at the time of the interviews. Of the five who were employed, two were employees of the community development organisations, including one who was also a co-founder of the organisation.

Family Structure and Background

Six of the respondents came from a nuclear family structure comprised of parents and siblings. Four respondents came from a single-parent family structure, which in most cases had the mother as the bread-winner. Two respondents lived with extended family members, for example an uncle or aunt and cousins. Of the remaining six respondents, three lived by themselves, two with a sibling and one with friends.

² These are pseudonyms for the respondents' communities

Community Background

Most of the respondents (11) resided in Kay, with four from Sam, one from Bon, another from Philly and the other from Dell. All these communities, with the majority being predominantly black, are townships in the Western Cape Province. Community Bon on the other hand is predominantly coloured.

4.3. Roles and responsibilities of young people in the organisations

Table 3: Young people's roles in the organisations

Respondent³	Organisation⁴	Role/Responsibility
ND	Organisation Edu	Volunteer; Equalizer and member of the leadership committee
SM	Organisation Edu	Volunteer; member of the leadership committee
PH	Organisation Edu	Volunteer; Equalizer and member of the camera crew
ZN	Organisation Edu	Volunteer; Equalizer and school leader (his school)
ZM	Organisation Edu	Volunteer; member of the leadership committee and school leader
ZY	Organisation Edu	Volunteer; Facilitator
KD	Organisation Edu	Volunteer; Equalizer, member of leadership committee and part of the camera crew
BY	Organisation Edu	Volunteer; Council member in the organisation and member of the projects leadership committee
SP	Organisation Samora	Volunteer; Co-founder and Chairperson
SS	Organisation Bow	Employee; Co-founder and marketing and admin manager
LS	Organisation Sport	Volunteer; Co-founder, sport administrator, coach and overall admin
KH	Organisation Art	Volunteer; Secretary
KK	Organisation Change	Employee; youth development specialist
JS	Organisation Volunteering	Volunteer; Marketing, media and public relations
NK	Organisation Volunteering	Volunteer; Admin
DN	Organisation Volunteering	Volunteer; Video editing
MD	Organisation Resource	Volunteer; Secretary and tutor

³ Pseudonyms for the respondents for confidentiality purposes

⁴ Pseudonyms for organisations included in this study

MZ	Organisation Resource	Volunteer; Manager
----	--------------------------	--------------------

Table 2 presents the roles occupied by the respondents in their organisations.

The respondents occupied influential roles in their respective organisations. They often take lead in organisational activities. Most of them were volunteers and therefore did not receive remuneration for their work. This clearly indicates their passion for, and dedication to community work. Three respondents were also founders of their organisations. They were aware of unmet needs and social problems in their communities and made a choice to act and bring about change. Below are some narratives from the respondents articulating their roles in the organisations:

I'm in the leadership committee, so what I do...we as equalizers meet in the youth group then... two Fridays in a month, okay we meet in here for a leadership meeting so when they tell us something in the leadership committee meetings what they cannot tell us in the youth group so us as leaders we tell equalizers... all equalizers about what has been discussed there about what we must do, and then we try mobilise the school if there are also other learners who want to join Organisation Edu but don't know about Organisation Edu, so we just tell them about Organisation Edu (*Respondent ND, female, 17 years old, Organisation Edu*)

I keep all the paperwork for group with all the meetings and everything, I always remind the chairperson or everyone whenever there's meetings or performances I remind them, „we need to go there, we need to do this..." I could say all the admin work I do it and then I'm the reminder mostly, I'm the reminder...whenever they need to go somewhere I always make sure that they are there on time, cos it's important to be on time (*Respondent KH, female, 22 years old, Organisation Art*)

I'm managing the whole organisation and the City of Cape Town as well they said „please can you come" ... I make sure that there's life here and make sure that there's activities happening inside the building and make sure that I must work hard, make sure that I accomplish everything makes sure that I'm bringing relationships umm with different places all over the world and bring people and make sure that we work together and make sure that this development can move forward... this is my rule in this place (*Respondent MZ, male, 33 years old, Organisation Resource*)

I'm the centre of this organisation I will say because everything that is happening here, I make sure the organization is involved or if there's nothing that is happening, I make sure that I contact all the stakeholders that are around so we can see what we can do in order to...in order to deal with such issues or if there's something that can be done we have a meeting with the other stakeholders (*Respondent JS, male, 30 years old, Organisation Volunteering*)

These very powerful narratives illustrate that the respondents occupied instrumental roles in their organisations. It is evident that these organisations allow young people to participate fully and thus give them freedom and opportunity to be active instead of passive. Jennings et al (2006) explain that environments conducive for critical youth empowerment are those in which youth have a sense of ownership. Giving young people leadership roles allows them to participate in planning and decision-making. Young people need such roles because they need affirmation of their significance in society. Additionally, most of the respondents participated in youth-driven organisations which provide a platform for young people to work collectively to drive change in their communities. In these organisations, young people are given the freedom to express their interests with other young people. Leadership roles are easily attainable for them as indicated in the responses.

4.4. Discussion of findings

This section presents the youth's responses to the questions pertaining to the key positive youth development themes of the research, namely a) their motivation for participation, b) participation and caring, c) participation and character, d) participation and competence, e) participation and confidence, f) participation and connection, and g) benefits of youth participation for the community. To guide this discussion, the framework of analysis presented in Table 3 below will be used. Themes were derived from the main research questions while categories and sub-categories were derived from the collected narratives during the interviews.

Table 4: Framework for discussion

THEMES	CATEGORIES	SUBCATEGORIES
Motivation for participation	<ul style="list-style-type: none"> • Making the choice to participate 	<ul style="list-style-type: none"> • Influence by peers • Similar vision/interest • Helping others in need • Part of positive social change
Participation and caring	<ul style="list-style-type: none"> • Giving back to others 	<ul style="list-style-type: none"> • Working without payment
	<ul style="list-style-type: none"> • Consideration of others' feelings 	<ul style="list-style-type: none"> • Being a role model • Working well with different people

Participation and character	<ul style="list-style-type: none"> • Community idols 	<ul style="list-style-type: none"> • Living by example to other youth • Popularity among older community members
	<ul style="list-style-type: none"> • Personal benefits/growth 	<ul style="list-style-type: none"> • Opportunities made available • Building positive relationships/networking
Participation and competence	<ul style="list-style-type: none"> • Involvement in various development activities 	<ul style="list-style-type: none"> • Within the community • Outside the community
	<ul style="list-style-type: none"> • New skills learned 	<ul style="list-style-type: none"> • Interpersonal skills • Public speaking • Computer skills
Participation and confidence	<ul style="list-style-type: none"> • Satisfaction with their role in community development 	<ul style="list-style-type: none"> • Seeing change in people's lives
	<ul style="list-style-type: none"> • Acceptance by community members 	<ul style="list-style-type: none"> • Feeling valued by community members • Getting support from community members
Participation and connection	<ul style="list-style-type: none"> • Connection with (adult) community members 	<ul style="list-style-type: none"> • Working together (concerted effort) • Good relationships with the older generation
	<ul style="list-style-type: none"> • Understanding of one's community 	<ul style="list-style-type: none"> • Exposure to information in the organisation
Benefits to the community	<ul style="list-style-type: none"> • Meaningful activities/work in (for) the community 	<ul style="list-style-type: none"> • Influencing role players • Community youth dialogues • Reaching out to the most vulnerable groups in the community
	<ul style="list-style-type: none"> • Young people doing their best for their communities 	<ul style="list-style-type: none"> • Dedicating their time • Desire to do more

4.4.1. Motivation for participation (what motivates young people to participate in community development organisations)

Respondents were asked about their choice to participate in community development organisations.

Making the choice to participate

The main reason that led the respondents to participate in their organisations was peer influence. Another reason they provided was that they felt they shared a similar vision with the organisations regarding development in their communities. Others expressed that they had an interest in helping people, while some wanted to be part of social change.

Influence by peers

I was invited by a guy that was in my class then he gave me the...something like a ticket, he said that they were opening on Saturday. I went to the hotel I met people from different schools; others I knew others I didn't know. And then they introduced us about Organisation Edu; Organisation Edu is about a movement that joins equalizers...like learners with each other, like community members and parents, and then they took our numbers so I just signed then they said that we are going to meet again (Respondent PH, female, 20 years old)

The story goes like this it's like I was attending at Khany⁵ secondary school here in Hara⁶ and you know what people were excited on this day like „iyo we are going to Organisation Edu and we get food there, we get new friends“ and so on and so on you know now I was like a naughty boy myself and so like you know what I need to do is go to Organisation Edu (Respondent BY, male, 18 years old)

It was 2008. And then other friend of mine, she was part of Organisation Edu already; I used to ask her „what is it all about?“ because at that time, Organisation Edu was not popular that much yea so I was interested to know but my friend didn't give me much info about it and so I decided to ignore it but then my neighbour joined, she is younger than me and then she was an equalizer, she told me about the organization I think it was 2010 or 12 I'm not sure but those years they went to Joburg for congress, she told me and then in 2012 I joined but they were closing already, I think it was around December and then I went to that January camp in 2013 that's where I got to know more about the organization (Respondent ZY, female, 24 years old)

As elaborated by the narratives above, respondents were invited into the organisations by their peers who were either already members of the organisation or knew about its activities. It is also clear from the responses that they were eager enough to make the first visit to find out more, as explained by respondent PH and ZY. For the respondents, the idea that their peers were familiar with the organisations attracted them to those organisations. As indicated by these responses, peer influence therefore plays a big role in determining the kind of community development organisations young people involve themselves with. Furthermore, in some cases, the respondents and their peers were attracted to the popularity of the organisation in the community, as indicated by respondent BY. It is evident that they

⁵ Pseudonym for the high school

⁶ Pseudonym for the community

ultimately chose to remain in the organisations due to their mission and vision for community development.

Similar vision

The thing that motivated me is because I was looking into the future and not thinking about today or now. I want my child to have a better education than mine. I want my child to grow in a safer environment where the child won't feel like he is in school because the warm safe environment, so I stayed because I am not doing it for me but for the others, the coming generations (Respondent ZM, female, 18 years old)

I wished to be the part and parcel of the people that has changed South Africa in the future so I believe that if I can be an equalizer and being in Organisation Edu, my name one day will be written in all the names of history in that I was a part of the people that believed that our government was failing us and that the took...that take action to make sure that our government takes his responsibility to provide what each and every citizen of South Africa needs so I was motivated by the mission in the Organisation Edu so I told myself that I will be a part and parcel of Organisation Edu fighting for what we need in South Africa (Respondent ZN, male, 17 years old)

I was just looking, walking around Cape town and then I saw this Organisation Change, and besides am a Catholic, so I knew Catholics have got some community work that they do with young people so I came here, I got inside and then I told them who I am and what I am looking for and then they actually said, "oh...so you work with the youth?", and I said yes (Respondent KK, male, 33 years old)

The respondents seemed to share similar interests with their organisation. The responses above indicate that the organisations are platforms for them to express their individual interests and vision regarding development. As respondents ZM and ZY highlight, they desire for change both at micro and macro level and they want to be part of it through their participation in their organisations. For respondent KK, his organisation has given him the opportunity to work with young people, which is a personal interest to him. As the responses indicate, young people were therefore motivated to join their organisations due to their aspirations regarding community development. They were also attracted to the organisations' vision and activities regarding community development. They have joined with the hope that these organisations will help them achieve their vision. When organisations share the same interests and vision as young people, the latter are therefore inclined to participate because they are confident that they will be able to express their interests and thus help make a positive contribution in their communities. According to the critical youth empowerment

theory, participation enhances the capacity of individuals to contribute to and work in collaboration with others (organisations) to effect social change (Jennings et al, 2006).

Helping others in need

I love development, when I see people I always love to help no matter if I can see someone carrying the plastic, I'll run and help the person because they are a creation of God, I'm coming in this earth to help the people, I love development that's why I came and help because it's in my vein, development is in my vein I don't want to do other things in life but development, if you know...I love development too much, too much, too much I can die for development (Respondent MZ, male, 33 years old)

So in most of everything that I did with Organisation Volunteering, there's always the need of me so that's what kept motivating me you know; old age home, there's a need of me, in disabled children, there's a need, in the shelters, there's a need of me you know, so not everyone even the people who are employed to do that thing but if you have the heart to do that thing then it feels and makes you happy then it makes someone else happy (Respondent NK, female, 24 years old)

The narratives above elaborate the respondents' love for helping others, especially those in need. They want to extend their hands to those who are in vulnerable situations, as expressed by respondent NK. This trait has motivated them to become active in their communities' development activities where they are able to help those in need. Participation presents the opportunity for young people to extend their passion to help others who are in need in the community. These responses indicate that young people who care about helping in their communities are therefore likely to play a significant role in their communities' development. Through participation, people are empowered to play a vital role in the development of their communities (UN, 2010) and as indicated in the narratives both the respondents are playing a significant role to those in need in their communities.

Part of positive social change

I come from Crossroads, poverty and all that stuff but I made my mission if I can leave my mark I'll do my mark so basically my motivation is just to see a black child getting better...I want to see a black child, doesn't matter if it's a female or a male but just getting better so that's my biggest motivation, I want to see a black child getting better because I had so much, many people helping me to get where I am (Respondent LS, male, 28 years old)

I hate seeing people suffering. I've grown in a way that it is not so nice and for me I felt like I need to be there for those who need my experience cos I wanted to share my experience cos I wrote poetry to express what I felt, how it felt growing up without a father, how it felt growing up in Philly, how it felt growing with the people I was growing with cos I'm the only girl at home and at times it is very difficult cos they don't understand the person that I am, and then I needed someone to talk to, I needed someone to tell, I needed someone to motivate...that someone could look up to me and say „she motivated me, I'm this person because of her” (Respondent KH, female, 22 years old)

In our community there's a lot of crime, and poverty and teenage pregnancy so that's why we decided if we try to take them out of the streets and then we keep them busy maybe they will change or else they will decrease the number of kids that are being in gangsterism you see, that's why we decided to start this organization because we see that there's nothing they do after they come back from school, that's why we decided to start it (Respondent SP, male, 25 years old)

As indicated by the narratives, the respondents have experienced some challenges in their personal lives, as expressed by respondent LS and KH and also in the community at large, as expressed by respondent SP. These challenges have ignited a desire for them to see change in their communities. They want to be able to share their experiences with others and make an impact in other people's lives. Their motive was therefore guided by their past experiences which helped shape their perception regarding social transformation. Faced with hardships within their communities, young people are able to find solutions, initiate or partake in activities that will bring about change. They are able to make a diagnosis of social problems and act against those problems. The critical youth empowerment theory dictates that participation in social transformative actions is essential for youth empowerment (Jennings et al, 2006). When there is an initiation or facilitation of opportunities to put youth in the centre of service delivery; it is therefore noted as a „very positive” experience for young people concerned (Smith, 2008).

4.4.2. Youth Participation and Positive Youth Development (how young people's lives have changed)

As a key objective for the study, the researcher used the Positive Youth Development Model (Lerner, 2004; Lerner, 2005; Lerner et al 2005) to explore how young people's lives had changed through their participation in community development organisations. The section that follows presents youth participants' responses to the questions related to “The Five C's”

of the Positive Youth Development, namely: Caring, Character, Competence, Confidence, and Connection.

4.4.2.1. Participation and Caring

According to Lerner *et al* (2005), caring indicates a young person's sense of sympathy and empathy towards others in all settings (family, school and community). All respondents said they were compassionate towards others. They explained that they were able to give back to others and considerate of their feelings.

Giving back to others

Generally, the respondents explained that they had a passion for giving back to others which stemmed from their backgrounds and were therefore able to work without payment.

Working without payment

I'm willing to do so because I have a passion on that you see, I don't even, like I don't even have...as a person I'm not even getting paid for doing that, I don't even think about it because I know one day God will reward me in what I'm doing so that's why I'm willing to whenever I can assist I'm always available
(Respondent SP, male. 25 years old)

My father is a priest but my father is not just a priest, he's traditionally rooted in who he is, like a Xhosa person, you usually hear us talking about this Ubuntu word so I grew up under that guidance...As long as helping someone else, that's the kind of person that I am...I grew up not understanding that money is very important but I grew up understanding that as long as people are just saying „thank you, thank you" your world becomes better
(Respondent LS, male, 28 years old)

Respondents indicated that they are able to assist those in need without expecting any form of compensation or incentives. They are doing what they love out of their own free will, as expressed by respondent SP. Respondent LS added that his biggest reward is seeing gratitude from those he has assisted. Evidently it is their compassion towards others that drives them to participate in community work. This shows an uppermost sense of caring from these respondents.

Consideration of others' feelings

All respondents were in agreement that they had certainly become aware of other people's feelings, something they all explained helped them in the work that they do in the community. Some respondents emphasized that they were embraced being role models while others explained that they had learned to work well with different people.

Being a role model

There are children who look up to me, and say „she is my role model“, now if I go around and do things that are not so right in the community, am I expecting the best from them? No, because I am not leading by example. It has taught me to live by example, whatever I do, I mustn't be selfish about it and say „this is my life“ cos I don't live my life only for me, I live for others that are involved in my life
(Respondent KH, female, 22 years old)

As people like the youth they are checking you as role model, if you come up with negative things...umm negative decisions and they will follow cos they live you...you mustn't do it, you must make sure that as leader you must lead them in a right way because they will follow you, no matter you doing wrong, no matter I can come up with an album now and singing wrong things, they will follow me because they love me, which is I mustn't do that, I must be straight as a leader, I must make sure that everything that I'm doing in a good manner straight yea
(Respondent MZ, male, 33 years old)

The narratives above highlight the critical role played by the respondents in their communities. It is evident that they consider themselves to be role models through their work. Through this role, both respondents explained that there is a great need for them to be considerate towards others' feelings. The responses indicate that they care about how their decisions regarding their behaviour affect others, particularly younger people. As both expressed, this role therefore requires them to lead by example in their communities. Through their participation, young people are bound to become popular in their communities. Through this achieved popularity, there is more pressure for them to be more responsible about their behavior and actions in their communities. Youth participation therefore holds the promise of instilling a sense of social responsibility in adolescents and young adults (Pittman, 2000).

Working well with different people

For me as an only child, coming here and finding thousands of others helped...and you actually learn how to share and things that you can't learn when sitting at home...I'm not used to sharing but I am open to that so I learnt that we must help each other and share with each other
(Respondent ZM, female, 18 years old)

At the end of the day you working with different feelings, you working with different brains, we working with kind people, we working with stubborn people you know, to work with the feelings, at the end of the day the thing that is helping you to work with different feelings „smile“ if you have smile, don't pretend that you have smile, a smile must...people must see you that the smile is coming from you. Firstly, you'll see, no matter which corner that you are, no matter which conflict you are, if you have smile and be calm and be cool, everything can be okay which is when I'm working with people with different community I make sure that I'm putting my smile and work hard (Respondent MZ, male, 33 years old)

When it comes to sympathy you know, I have a... my heart is...I don't know how to put it, I can feel your pain...ever since I joined because we work a lot of people, you don't know what they think or what background they come from, so they trust us cos sometimes they tell us their problems so and then I start to you know, I feel for other people, sympathize you know...or try to make something even if it's not part of the organisation but I try to help as much as I can (Respondent ZY, female, 24 years old)

The narratives above indicate that through their participation, the respondents had become more aware of other people's feelings. The respondents work in an environment where there are different people, with different interests and needs to consider. Respondent ZM who is an only child has been able to work with different people and thus become more aware of their feelings. For respondents MZ and ZY also, working with different people has made them more aware of different personalities which have helped them to be more considerate about their feelings. This had been highly influential in the role they all play in their communities. Participation therefore presents a platform for youth to interact with different people and thus improves their ability to embrace people's feelings. Consequently, respondents had learned to work well with different people through development activities. Chinman and Linney (1998) explain that youth become less egocentric after they interact with their peers and adults hence they are able to work well with different people.

4.4.2.2. Participation and Character

According to Lerner *et al* (2005), „character“ demonstrates young people's respect for societal and cultural rules, possession of standards for correct behaviours, a sense of right and wrong (morality), and integrity.

Community Idols

As leaders in their communities, the respondents are idolized by their peers, families and communities. Many respondents believed they were setting an example for other youth to follow while others considered themselves as community heroes for the older community members.

Living by example to other youth

I am you know, there's many people who always told me that and I love...I always ask God to make sure that I don't do mistakes (chuckles) I must stay the way I am, my kids they can't see me smoking, drinking or swearing you know, I make sure all the time I'm doing right you know even when I'm at home, I'm inside and listening to music I don't stay on the street (Respondent MD, male, 28 years old)

Sometimes people say that „PH how do you involve yourself with this media process?“ I said „no, I ... because of my attitude, with lie because of my good attitude with people“ and, „also I want to, I wish I will like do what you do...“ So like yea, someone will say that he or she want to be like me...Like I have a value and all...I'm proud of myself (Respondent PH, female, 20 years old)

As the narratives indicate, the respondents felt that they were living by example in their community. Respondent MD explained that he lived the kind of life that other youth could aspire to live - which is socially acceptable (no drinking, smoking, or idling on street corners etc.). Respondent PH also felt she was idolized and recalled moments when younger kids expressed their desire to be like her. Both respondents evidently embrace their role in their communities, especially the image they portray to younger kids. The respondents also understand the responsibility that comes with such a role in their community, which is refraining from forms of destructive behavior as expressed by respondent MD. Through participation, young people can have a fulfilling and positive influence in the lives of other young people in their communities. According to Jennings et al (2006), critical youth empowerment theory emphasises that participation can reduce youths' engagement in negative social activities as highlighted in the narratives. Participation therefore improves young people's ability to nurture others (Wood and Hine, 2009).

Popularity among community members

*I am (idolized) by too many people, umm because many of them if there is something that is not going right, some of them call them...some of them even if they need information or something didn't go well in the things that they wanted or something is like...is not being done, because there was someone who was calling me from the hospital here, telling me that he was there since morning, and like he hasn't gotten any help, so those kind of people I will say like yea I'm a role model to them because if they try to call me I'm trying to sort every problem now and then so I'm trying by all means where I can, to some I am yea (**Respondent JS, male, 30 years old**)*

*Whatever I do is not to benefit me but also other people so they come to me they tell their problems, they come to me and tell me „NKno you are doing good, we don't know how you doing you know, how you handle whatever... “ because you know, you know I'm that kind of person so hearing from other people you know, give a good compliment about myself it also you know, uplift me, give me that thing you know that I can do more you know so (**Respondent NK, female, 24 years old**)*

These responses highlight the very critical role that is played by the young participants in their communities. In the eyes of community members, the respondents are heroes because they have created networks with various people. Respondent JS, for example, is able to help people around the community meet some of their needs, due to his connections. With his role, he is seen as resourceful and reliable thus several community members rely on his assistance regarding particular issues. Additionally, the respondents are seen as wiser and some community members may approach them for assistance/advice about challenges in their lives as expressed by respondent NK.

Personal benefits and growth

Most respondents expressed that through their participation in their communities' development, they had gained a significant amount of personal growth through opportunities made available to them and networking with new people in their organisations.

Opportunities made available

*Sometimes for example, I have been called by the organization „an you please come to the office, then there's an opportunity or there is a study or something else we have to do so can you please come?“ and I join it I say „yes“ because they know that I want to involve myself to everything so that I can know this one is good for me, this one is not good for me (**Respondent PH, female, 20 years old**)*

Ever since I came out of school in 2008, because I passed my matric on 2008 and then ever since then I never sit at home because I didn't like meet the requirements of getting into the university, I didn't go to the university but I wasn't that...I started to involve myself in the community development like taking part of this organization as the Organisation Volunteering also, I take part on that cos I know I want to develop myself so that I can be more skilled you see (Respondent SP, male, 25 years old)

Like in the NGO sector, you don't like get employed without volunteering first, without working with people, even in the other like corporates, in the other work industry you don't like umm get work without working people or without having the experience that I like got in the NGO sector so I would really say it make a huge one because for now in the interviews that I had previously, many people were like...were like surprised by the time that I volunteered, the projects that I have been involved in, so it's much of a how far are you willing to go and what are you doing. So I will say it has helped me a lot and I have benefited because some...too many NGOs want me to work with them, are willing even if I don't have like the qualifications, they are giving me that opportunity (Respondent JS, male, 30 years old)

As the narratives above reveal, the respondents have been exposed to various opportunities through their participation. For example, respondent PH explained that she regularly receives offers to participate in activities that could improve her skills in the organisation. For respondent SP and JS who have limited qualifications, their involvement in community development has had a significant impact in their careers because they have had opportunities to advance their skills and thus increase their chances of employment. An integral part of personal growth is the employability of young people. Through participation, they are exposed to opportunities that help them improve their skills and prepare them for the job market. Through participation, Jennings et al (2006) emphasise that youth experience opportunities for engagement with diverse sectors within their communities. The African Youth Report (2011) explain that participation of young people in their community's development can help them by giving them work experience that can assist them on the journey towards employment. Personal growth is therefore achieved as young people learn and develop through genuine participation and increased competence, and performing meaningful work (Mullahey, Susskind and Checkoway, 1999).

Networking/building new relationships

I think that, okay people that we meet neh they keep exposing us positively and we meet someone else they expose us they refer us to someone you know...they refer to people and we keep on growing wider and bigger so maybe one day I might up being a journalist if I don't...if my parents can

afford to pay for varsity since I wana pay for....since I wana study chemical engineering (Respondent KD, 25 years old)

I'm benefiting to get more relationships, no matter one day I'm not here if I want to start another thing or starting my own thing, I have relationships that I can go with which I'm benefiting from seriously, sometimes it's not nice you mustn't check money to benefit through money, benefit through relationships cos when I'm going to school and motivating kids, I always say, relationship is power more than money, if you have relationship that's where you start your networking, after networking that's where you achieve your goals, how? You need to have respect and perseverance which is this is the things that I'm teaching to the kids as wee and you need to be independent and say no more poverty, and work which is this is the things that I'm saying to the kids (Respondent MZ, male, 33 years old)

You know I have met must such a lot of different people you know that have added to my personal, my personal development is such a lot of ways, yea man I can be a testament of that because even to have met you it means that I have met a different person you know, and over the years, I mean I have met people from Khayelitsha, Langa, Springbok, I have been to Eastern Cape, and of my well-being I need to explore different things in order to explore a broader sense of people's perception (Respondent DN, male, 32 years old)

The responses above indicate that the young people have been able to form working relationships with different people through their participation. For respondents KD and MZ, these newly-formed relationships have added a lot of value to their professional network. Respondent MZ, for example, explained that through networking he would be able to find people to help him achieve his goals. For respondent DN, through networking with different people, he has experienced significant personal development. The views therefore highlight the incredible growth that has been experienced by the young participants through building new relationships. These new relationships present various opportunities for young people to unleash their potential and experience new heights that they would otherwise not be able to. Additionally, networking could help youth to get in contact with people who could help them become who and what they aspire to be, perhaps people who share the same goals and aspirations. These networks can thus help young people achieve personal growth and development. Through involvement in community development, young people can develop beneficial networks and relationships (Smith, 2008). According to the critical youth empowerment theory, a community is improved when more diverse representation of citizens is engaged in building their society (Jennings et al, 2006). Evidently, through these

professional networks, young people have been exposed to bigger opportunities to build their careers.

4.4.2.3. Participation and Competence

Lerner *et al* (2005) explain that „competence“ demonstrates a young person’s positive view of his/her actions in domain specific areas including social, academic, cognitive, and vocational. Under this category, the discussion focuses on young people’s improved competency due to their participation in community development.

Involvement in various development activities

Most respondents were in agreement that their involvement in various community development activities had been increased by their participation in the organisations. Majority of the respondents were therefore active in various development activities inside and outside their communities.

Within the community

In my community there are a lot of parents who are involved in Organisation Edu because they liked what I’ve done so I’ve been involving myself in other community things that are happening and there are also debates in my community and I’ve been debating in my community
(Respondent BY, male, 18 years old)

I’m doing all my best...umm, currently...let’s say I think the time I moved to Litha Park, I started to open the team for soccer players to involve youth in sport, to stop them from standing in the corners to rob people, they must involve their selves in sport, don’t just stay outside in the streets
(Respondent SM, male, 19 years old)

Everywhere I see I can fit I do even now there’s an organization, umm they specialize in like stopping crime, every before school hours they patrol and after school because in 2011 there was something like a gangsterism here going in so one guy wanted to start an organization so then we met by chance the he ask me „can you draft documents for me?“ I said „that’s what I do“ and then I did that for him and then registered and then got his NPO number so it doesn’t matter I understand your vision long as I know it’s something that will benefit people, so it’s all about people
(Respondent LS, male, 28 years old)

Both respondents have been able to involve themselves in various development activities within their communities, including activities with adult community members as expressed

by respondent BY. Respondent SM involved himself with initiatives to get young people off the streets within his community. He added that his aim was to keep young people active and therefore reduce crime rates in the community. Respondent LS also explained that he has been able to assist some people to establish more development activities within the community. The responses also indicate that the respondents were active in activities outside their organisations. When young people participate in their community's development, they become more aware about various issues within their communities and thus gain interest to extend their participation. Mokwena (2003) concurs that when young people participate, they tend to be more eager and willing to take part in other activities in their communities and even broader society. Being a member of development organisations therefore exposes young people to various different experiences which all help foster the common goal of development.

Outside the community

We are fighting for one aim and that is equality in education but as being there we know that there are other issues that we are facing in our communities except for the education system so I always try to participate in others to make sure that I know more and change... because I always participate in what SJC⁷ fight for, and what Kwazi fight for. So if there is some campaign I always try to be there for them because I think in what they are fighting for I will always benefit from it and that is what our democracy is (Respondent ZN, male, 17 years old)

Umm other community development activities would be...like Organisation Volunteering, where I was part of the programme that went to Eastern Cape to help other young people around Eastern Cape, umm there's other programme in Claremont; umm Next Generation it also deals with youth, I'm also part of that programme to try and go to other communities and to try and help other communities with the skills that I have...yeah (Respondent SS, male, 28 years old)

I can say for example, out of Sam there are organisations that are operating out of Sam, like CWD does that because CWD is not focusing in one community, is focusing on in fact the whole Cape Town because when I'm going out there and I'm go there and facilitate especially Gugulethu and Khayelitsha, I did go there and work a lot more especially cos we're based in Khayelitsha like the sector project, we are based there and I was comfortable to work there in Khayelitsha cos I was giving back to the community cos we were visiting also the old-age home organisation there

⁷ Pseudonym for another organisation the respondent worked with, not included in the study

that they call NOWA there, we also go there and help with those old grannies there; we were helping them and sharing the stories with them and also cos they have a lot to tell us you see (Respondent SP, male, 25 years old)

As elaborated by the responses, the respondents also participate outside their communities, and as stated by respondent SS, even outside the province. All three respondents were also active outside their organisations and as explained by respondent ZN, the organisations are fighting for one aim, but in different communities. The responses above therefore indicate that the organisations are giving young people opportunities to extend their participation in community development to other organisations, communities and provinces. Through participation, young people are able to contribute not only in their communities, but also other communities and the society at large. Youth are therefore building social capital through their involvement (Christens and Dolan, 2010). It can also be argued that through this exposure, the young people become more knowledgeable about different issues in various communities.

New skills learned

A key advantage of having young people participate in community development is skills acquisition due to the knowledge, information, networking they become exposed to. Both the PYD and CYE theories emphasise the need for significant activities that challenge youth to develop new skills and insights (Jennings et al, 2006). Majority of the respondents had acquired a particular skill(s) through their participation in their organisations. Most explained that they had increased their capability to do something they couldn't do before they became participants. Skills highlighted by respondents included interpersonal skills, public speaking and computer skills.

Interpersonal skills

Talking to people; I only talked to people that I know but now I can talk to every people, everyone that I don't know also, like I have gained confidence see I was kinda afraid to many people and people that I don't know (Respondent ND, female, 17 years old)

The skill that I've acquired for me is that I've been able to relate to anyone, regardless of their age, I don't get bored when I'm sitting with an eighty year old man, I don't get bored at all and we know all young people get bored because I know when I talk to you there something I'm going to

benefit from you no matter how young you are...that shows that I regard any one as equal and I regard everyone as people that I can learn something from and for me that is the most thing that makes me kind of clever because I'm not. But I take everything that I learn and I own it
(Respondent BY, male, 18 years old)

As the narratives above indicate, through participation the respondents had gained more confidence to interact with different people. For example, respondent ND explained that she used to be afraid of being around many people, but since she became a participant she has built interpersonal skills. This was also the case with respondent BY who explained that he has been able to penetrate through age boundaries due to his participation. As the responses reflect, the more young people become exposed to different people working towards a common goal, they are more likely to break out of their shells and become more communicative with different people. According to the critical youth empowerment theory, communication skills are bound to be advantageous for youth later in life (Jennings et al, 2006). For young people, acquiring interpersonal skills can open a lot of doors for them in terms of meeting and communicating with the right people for their personal advancement.

Public speaking

Being able to be a public speaker and to well...and yeah to stand up and fight for something but not fight when resorting to violence but fighting in a humble and showing them uguthi this is wrong but being very humble about it... I was a public speaker but not very open, I can now
(Respondent KD, female, 15 years old)

When you look at me you see a very confident person. I won't say I am that confident but when I'm with these people I feel very confident...at first I was afraid to address many people and to speak confidently in front of them and make them listen to me but now I can do all that
(Respondent ZM, female, 18 years old)

Before I was never able to stand in front of people and speak confidently, I was a very shy person but now I'm promise you, you can see that I stand in front of people and talk whatever that I have been instructed to do to talk to the people, to address the people and also to get involved in a situation whereby people operate; if I...you can put me wherever, I always try to make friendship on that because I try to...even no matter the ages, like if you put me with under 8 kids, I always try and make myself willing to be involved on that and this is the thing that I never thought I can do that but now I'm doing those things
(Respondent SP, male, 25 years old)

In the quest to fight for social change in their communities, the respondents explained that they had become public speakers in order to get more people involved. Through their participation, they had gained the confidence to stand in front of large numbers and address people, as expressed by respondents ZM and SP. Respondent KD explained that through her participation, she had become less scared about speaking out in public about issues in her community, for example, gang-related violence. The organisations provide platforms for youth to engage in discussions with each other and the general public about matters of concern within their communities. Such discussions enhance young people's confidence to speak out about their views and opinions. It also presents an opportunity for them to be heard by their peers and most importantly, adults. Gaining the confidence to speak out is essential to helping young people build a lifestyle of ongoing involvement in their community (Mullahey *et al*, 1999). If young people feel that their opinions matter and make a difference to others, they are bound to feel encouraged to be more engaged in more activities.

Computer skills

When I came here I knew a little bit about how to use a computer but when I came here, more, and the more I come here, I go to the computer and like type something that I like...If I don't know, I call someone to come and help me, teach me how to do...but I have improved on that **(Respondent PH, female, 20 years old)**

Computer skill it also improved me a lot you know, yea I have computer and I have certificate but you know I had the opportunity to be the admin at Volunteer Centre so I've learned a lot **(Respondent NK, female, 24 years old)**

The responses above indicate that some respondents had very little knowledge about the usage of a computer prior to their participation in their organisation. Through their participation, the respondents had acquired computer skills, which is a critical skill. As respondent PH expresses, her frequent visits to her organisation have helped her improve her skills because there is easy access to computers. Respondent NK also had the opportunity to become an administrator at her organisation and thus also improved the skill. Computer literacy is very important for young people's development as it is a critical requirement for the job market.

4.4.2.4. Participation and Confidence

Youth participation is also meant to harness young people's confidence as positive change agents in their communities. According to Lerner *et al* (2005), „confidence“ demonstrates a young person's internal sense of overall positive self-worth and self-efficacy, one's global self-regard, as opposed to domain specific beliefs. This category assesses young people's confidence in the work they are doing for their community.

Satisfaction with their role in community development

Generally, the respondents were very content with the work they did for their communities. Respondents were confident in their work for their communities and thus they took pride in their work because they felt that they were changing lives through their work.

Seeing change in people's lives

Umm... being able to help someone, umm seeing someone progressing in life, umm...helping like the people that are in need basically because some other people are...don't have information or don't know where to go, so like helping those, helping someone at the end of the day even though you are not benefiting financially but spiritually and you know, you know that you have helped someone and someone has achieved something because of you (Respondent JS, male, 30 years old)

I'm happy, I'm happy seriously you see because of the way I was saying to you that God create me to help people, I'm so happy because if I go home when I'm close to sleep I will say...I always say „thanks Lord, I did this today, I helped this person today, without you I'm nothing, thank you“ which is I usually do it you know and there's a lot that I'm helping (Respondent MZ, male, 33 years old)

In some cases as EE we provide some degrees...we have from our money provided 33 schools with libraries that the government didn't provide so...and we have offered...and we took our facilitators to be librarians in the schools so we believe a library is not a library without a librarian because I believe that it's a just a place that has stocked books but if there could be a librarian then that would be a library so as Organisation Edu, I'm happy with what we have done (Respondent ZN, male, 17 years old)

The narratives above illustrate young people's satisfaction and confidence regarding their work in the communities. It is clear to see that they are confident about the positive impact they bring in people's lives, as reflected by respondents JS and MZ. For these respondents, the biggest recognition they get is from the people they help. It brings them satisfaction

knowing that they have helped make someone's life better. This was also the case with respondent ZN whose organisation had been involved in the provision of 33 libraries in schools. To have been part of those activities made him proud and assured him of the value of the role he is playing in community development. Through participation, young people learn that they have something to contribute and that they have the opportunity to participate in making a difference in shaping their communities (Mullahey *et al*, 1999). Jennings *et al* (2006) add that from a critical youth empowerment perspective, youth are not truly empowered unless they have been given the capacity to address structures, processes and issues at hand in their communities. Critical youth empowerment therefore dictates participation in social transformative action (Jennings *et al*, 2006).

Acceptance by community members

With the work that the respondents are doing in their communities, it is important they feel accepted by others. An environment where youth feel valued, respected, encouraged and supported is key to critical youth empowerment (Jennings *et al*, 2006). Most of the respondents said they felt accepted by community members for their work and all agreed that it made them feel valued. Respondents felt valued by their other community members and others felt that they were getting the support they need to sustain their work.

Feeling valued by community members

I always get like umm this compliments especially by the old people, you know old people they like good children... so you know, they always give me compliments like „you know, you one of the good children you know" and they always...you know I never stayed home, no...for me to stay home, to just sit, feels like okay now my day is going to end and I have nothing that I say I have did today yea so people they watch outside you know, they looking at you people they know a lot about you, some you don't know, some you know so people they observe and tell you reports you know, so people they always like „NK you doing good, NK you this...we never see this kind of stuff to you..." and some of them they make examples of me you know, so it's a such a good feeling you know and it keeps me going and makes me feel good (Respondent NK, female, 24 years old)

When we grew up we grew up as kids, we know boys like do negative things, so ever since I start like getting involved people have like started appreciating me personally, the work that I do, and encouraging within the work...within like to help other people and other youth (Respondent JS, male, 30 years old)

*Okay I have been accepted here by Organisation Edu since I'm new, I got a very warm welcome and a great response from everyone; facilitators, umm equalizers and things like that, and also the community. When we go out you know, to make these films and documentaries when you go out of the taxi and you handling a camera, they (community members) make way for you... you know, they do respect what you doing cos maybe they know uguthi „she might make a living out of this“ so they make way for you to do whatever you doing do yea (**Respondent KD, female, 15 years old**)*

As the responses illustrate, the young people feel valued in their communities for the work they do. Respondent NK explained that she often gets compliments and praises from other community members and is even used as an example to other youth. Respondents JS and KD also felt more appreciated and respected by community members since their participation. When young people feel valued by community members through their work, they are motivated and given confidence to do more in their communities. For them, this is assurance that their work is recognised and valued by those it is meant to benefit. Participation provides youth with a sense of acceptance and happiness such as enjoyment from being involved and feeling valued by their parents and other adults in the community (Brennan et al, 2009). This can therefore be perceived as positive feedback from community members. Community members, particularly adults, should therefore inform youth participants of their value and need for their service in the community (Barnett and Brennan, 2006). The authors add that it may be done by letting youth know that their involvement is valued, letting the community and public at large know that the youth are doing a good job as reflected by some respondents (Barnett and Brennan, 2006).

Getting support from community members

*In my church if there's a campaign, I always go and tell them and they support me because they believe in our mission and our goal so I could say I'm being accepted and my mother accepts the way I am and how I feel about Organisation Edu and the effort I put to make sure that even though my school work comes first but I must make sure that the future of South African children is bright so I think I'm being accepted and my mother is accepted me that if there are times that I must take off because there's something I must do for the community for the whole nation, they are going to give me the time (**Respondent ZN, male, 17 years old**)*

Whenever I need them like for example those councils they always willing to come and see what I'm doing; if I'm having an event, if I have an even here the hall will be full, the hall will be full. If I'm doing an event here the hall is full... yea they come and support me, even at my church they also they did those youth that are at my church because I also a leader there at my

church because I love in fact to be...to take part whatever is coming my way
(Respondent SP, male, 25 years old)

I think as a person especially in areas like this, when you start something that is not like the popular thing you will feel like that guy because I have started this and they saw okay this thing is not going away and then now they ended buying in and other thing before even high school I did play soccer and other things even rugby as well but those were popular things and then I started cricket like okay a white sport and then now when they watch cricket on TV they always say „hey coach, Hansie, Jonti or Makhaya (National Cricket players)...because when they say stuff like that I feel like okay I belong here now, I brought something to their eyes not just television screen, no they feel like they connect with it but it was never there before and when we started they were like „what is this now?“ But now it's okay... we see this now, we connect when they play **(Respondent LS, male, 28 years old)**

The responses above indicate that the young people felt they had support from community members. Respondent ZN and SP expressed that community members, particularly from their church, had been fairly supportive and thus had shown interest in their activities; some attended those activities. For respondent LS, there was pressure to gain support from his community because community sports development was unpopular in his community. He explained that with time, the community began to accept and support his activities and thus increased his confidence in his work. When young people do well in their communities, it is important that others become aware of this and make efforts to support them. It is apparent that acceptance and support by community members is very important to build young people's confidence to do more for themselves and their communities, because young people need positive and supportive relationships in their communities to thrive (Judd, 2006). For youth to fully participate and have ownership of the process, adults need to be able to ensure the necessary level of support, trust, and encouragement (Jennings et al, 2006). Additionally, the critical youth empowerment theory advocates that positive recognition by adults especially has beneficial implications for young people's maturing self-esteem and self-efficacy (Jennings et al, 2006).

4.4.2.5. Participation and Connection

Connection demonstrates young people's ability to establish positive bonds with community members through their participation in community development. Additionally, through their participation, young people's level of understanding of their community is assessed.

Connection with community members

Responses indicated a strong connection between young people and their communities. Generally, respondents claimed that they were able to work with community members and enjoyed good relationships with them.

Working together (concerted effort)

I'm too connected and SP (another respondent) as well. SP⁸ is doing development, is helping a lot through the organization and SP if he's having problem or SP if he need help, he always come to me, SP always come to me, there's another guy called LS⁹ (another respondent), the guy that you called umm because I was here when you called LS he was in the meeting, LS is powerful in terms of cricket in this community, LS is doing wonders in this community and they always come to me and that day you called LS, SP was with me, they were here in the office and we were sitting down and come up with, trying to come up with something other thing that we need to help, we need to help, how? What kind of structure we need to do to help the community? Which is when you called LS was here and when you called SP was here you know, which is yea it's like that in this community
(Respondent MZ, male, 33 years old)

Umm, we have...we have that umm...we have that platform where we...we have our meetings, you know, our general meeting so they (community members) can say whatever that they think we are not doing good and where we can improve you know...and we are connected even we are on social networks in terms of they can share the things that we can improve on yea
(Respondent SS, male, 28 years old)

The narratives above indicate that the respondents have been able to establish working relationships with community members. In fact, three of the respondents resided in the same community and were also working together on several development projects, as highlighted by respondent MZ. Respondent SS explained that to strengthen the working relationship between his organisation and community members, they had a platform for meetings and discussions regarding development activities. This nature of connection harnesses development efforts within the communities and ensures effective community organising.

⁸ This respondent is referring to another respondent who participated in the study

⁹ The respondent is referring to another respondent who participated in the study

Development work within communities connects individuals with similar goals for development. Through participation, young people gain elements of community connectedness which is necessary for youth community development to occur (Brennan *et al*, 2009). Youth participation therefore opens a window of opportunity to promote the quality and quantity of support for young people to work together with adults for effective community change and development (Pittman, 2000). Additionally, the critical youth empowerment theory emphasises that formation of community partnerships leads to successful programs in establishing networks among community agencies (Jennings *et al*, 2006).

Good relationships with the older generation

They believe in me and because of the way they greet me it make me to feel more connected that I'm part and parcel of my community. If...even though I know that I'm young, but their response towards me make me to feel like an adult person because they treat me like an older person because of my actions and because of what I'm being taught to do so I believe that I have more connection in the community than ever because of what I do and what my community is supporting me to do (Respondent ZN, male, 17 years old)

No, they just see me as this good kid, just good, we are in good books with everyone...yea... they don't ask too much because they ask when there's something, maybe they see Organisation Edu maybe in the news they start to be curios „what's going on...what's going on to happen next?" You know, yea then I update everyone about what's going on when there's something that they should know (Respondent ZY, female, 24 years old)

Oh my God! As I've said before, the reason why there are a lot of mothers who are part of Organisation Edu is because thy always ask me about Organisation Edu. And I always sit with them and people would ask me why I love sitting with old people and that it's embarrassing and I would tell them that I'm just providing them with information. I think it is important for old people to know what's going on (Respondent BY, male, 18 years old)

The responses above highlight the importance of connection between youth participants and adult community members. The respondents indicated that they enjoyed good relationships with adults. Respondent ZN emphasized that due to his actions in the community, adults had grown to admire him. Respondents ZY and BY felt that their involvement in their organisations had also gained them good links with the adults, with both expressing the adults' interest in their organisations. Strong relationships and positive bonds between the

young people and adult community members play a key role for youth participation as this is where young people draw their courage and support. Through participation, youth not only gain a stronger sense of agency, but also develop a strong sense of belonging and connection to others, particularly adult community members (Zeldin et al, 2009). When youth form strong and instrumental relationships with adult community members, they are more likely to thrive (Zeldin, 2009). This connection may also lead youth to commit to long-term engagement in community development.

Understanding of one's community

Generally, the respondents expressed that through the information and activities they had been exposed to in their organisations, the level of understanding about their communities had improved significantly.

Exposure to information in the organisation

We are living in these communities not knowing what's going on, how far we are, and the development that is around us so being involved like in community and in the...I have been exposed to so much information, I have learned so much things, so me being involved in the community, I know what is going on or something that has been planned, how it's going to be implemented and when (Respondent JS, male, 30 years old)

Okay before I joined Organisation Edu, I'd go to school, I'd attend my meeting, come home and do my homework, write music and play my guitar cos dad bought me a guitar last year for my birthday, that's all I did before I joined Organisation Edu but then now that I have joined Organisation Edu I know that uguthi there are issues that are going around in Kay that I didn't know of, you know, in the news, they tell stories that are happening in Kay but they don't really touch on the hardcore things that are really happening, so being in Organisation Edu I know...So Organisation Edu is very much in check with the issues that are happening and they know very much what's going on with them and they try to let us the equalizers know and make sure that we know the right thing not false information (Respondent KD, female, 15 years old)

I'm benefiting knowledge, yea. Nothing can beat that because Organisation Edu taught me things that I was not aware of umm, we are always aware about the things that are happening when it comes to education and we don't focus only on education, we focus in many things that are...I don't know how to put it but we focus on many things, yea, that's what we benefiting, a lot of things, we always aware by what's going on, things that are relevant in the organisation and the community (Respondent ZY, female, 24 years old)

I am benefitting a lot in terms of being aware of what is happening, and I get to see places and know people. The most fun is seeing the cases we work with. And I was not aware of some things but now I am because of this organization. It has also been very informative (Respondent ZM, female, 18 years old)

The narratives above indicate that the respondents had become more insightful into, and informed about issues in their community. The respondents explained that through their participation, they had become more aware of what is happening in their communities. Respondents KD, ZY and ZM give credit to their organisation for exposing them to informative resources which have improved their knowledge and understanding of their communities. Respondent KD highlights a very important point about media speculation about her community. Through her organisation, she is now able to separate the truth from speculations about her community. Participation gives young people the opportunity to learn a lot about their communities because the organisations are able to provide access to documents, the internet, and also a platform for discussions among the participants. Critical reflection and awareness are keys to critical youth empowerment. According to Jennings et al (2006), this includes the need for increasing youths' understanding of their community, institutional and socio-political structures; participation in assessment of community resources and reflecting on challenging events in order to engage in subsequent interventions as highlighted by the respondents.

4.4.3. How the communities are benefiting (based on young people's perspectives)

Through youth participation, communities benefit greatly. Young people bring with them creativity, vibrancy and versatility. Youth participation may also guarantee a long-term contribution to community development.

Meaningful Activities

These meaningful activities reflect young people's passion for community development because the respondents felt a sense of contentment and empowerment in the execution of those activities. It is also through these activities that young people may feel valued by beneficiaries and their colleagues because they exercised their potential and succeeded in making a positive contribution. All respondents had various responses regarding the most

meaningful activities that they participated in for their communities. These were activities that made them feel good about their role in community development. These activities included influencing role players, community youth dialogues and reaching out to the most vulnerable groups in the community.

Influencing role players

I would say is being one of the equalizers that has put pressure on the government to sign the „minimum norms and standards“ for schools infrastructure as the law as now we have the government binded to provide the minimum norms and standards for schools infrastructure I know that I was part and parcel so I enjoy knowing that...that“s what excite me and that“s what I feel the best that I was as an equalizer and active. I played a role there because I was being active at the campaign that made sure that the government was feeling the pressure that she must sign the minimum norms and standards to be a law in South Africa (Respondent ZN, male, 17 years old)

Two years back in 2012, we went to Johannesburg to draft and create a constitution. That was the best part of this... I felt like I was an important part of something that is very huge. I am able to say that I had input in that constitution. I was the one who put that together, it was very empowering, very motivating (Respondent ZM, female, 18 years old)

The most meaningful...mmm... (Silence)...it was that broken window campaign... because our principal, the week that we told them, before the office but he wasn“t around for some time but we tried and the deputy principal didn“twant anything to do with Organisation Edu, so we tried to convince him and he“s very strict so but we tried by all means but he did try to organize us a meeting with the principal so the principal came and we talked to him about the issue and how those broken windows are affecting us, yea so and showed him brochures from Organisation Edu so we saw that was really important (Respondent ND, female, 17 years old)

The narratives elaborate the respondents“ significant contribution to development. Respondents ZM and ZN were part of an activity that influenced government legislature to improve the quality of education in schools across the country. Their responses indicate that as young people, they felt empowered for being involved in that activity because they helped influence legislature which will benefit learners across the country, especially those from disadvantaged communities. This was also the case with respondent ND who challenged her principal due to irregularities in her school. Participation increases young people“s capacity to influence decisions made by significant role players in society. The responses indicate that the young people were able to fight for their rights as young learners and consequently

influence role-players' decisions. Through such activities, young people are transformed from passive to active and thus will have a voice in issues that transform policies, make institutions accountable and affect their lives (Barnett and Brennan, 2006). Additionally, when an initiative allows young people to exercise more of their skills and competencies, they are more likely to be empowered (Mokwena, 2003).

Community youth dialogues

I think our youth groups. I just enjoy being around young people who are very smart about what's going on in their schools. Who are being stressed just to attend a school where a learner has been beaten much by a teacher. And they say, "You know what, that is wrong because the constitution of South Africa is saying this and that" and for me it makes me feel good, it means that South Africa is going to have good leaders in the future. It means for me that you know what...if we have people that identify those things at such young age, it means that the future generation of this country is going to be able to stand for themselves... and for me that is the most thing that I enjoy about my work. I get to meet these dedicated young people and to be involved into change. And I think South Africa has lost that a lot in the past and I think for me seeing those kind of young people it's very inspiring and it's what pushes me to say, "let me wake up today and write an article about gang violence in Kay and educate people about it because I know it's affecting twenty thousands of children that are going to school in Kay (Respondent BY, male, 18 years old)

Okay umm, it's whereby when I'm doing the events and sometimes I do also dialogues whereby we bring the topic and we try identify those, against those...cos remember I did say that there's a high of teenage pregnancy and drugs and so on but I always try to bring the topic on top and that's why we can do a debate whereby I'm allowing everyone to comment in terms of youth, whereby they can participate without the members of the group...the organization but umm are doing activities here, I involve all of them so when I'm facilitating them I feel happy because it seem like I did...I make an impact somehow because they recognize...on the road, the kids they know me but I don't know them...most of them (Respondent SP, male, 25 years old)

Both narratives illustrate the respondents' passion of working with young people like them. Respondent BY explained that he likes to work with driven and positive youth like him who share the common vision for change in their communities. Similarly, respondent SP explained that he conducts youth dialogues to encourage young people in his community to engage with each other and find solutions for problems they face as youth. Through participation, young people are also actively mobilising other youth to participate in community development. Through the dialogues, youth (active or not active in community

development) engage in useful discussions about burning issues in their communities. In this way, creating awareness about such issues helps induct more young people into community development activities. Through participation the youth themselves are involved in intentionally developing each other as leaders (Christens and Dolan, 2010).

Reaching out to the most vulnerable groups in the community

Yoh! (Sighs) The one here it was for the volunteers and people in the community they were loving it because we didn't only work inside we were doing outside programmes, whereby we go if the father is alone and disabled, we go and clean and make sure we wash the washing and clean the place, if we need to work hard and get the paints, we'll go and get the paints from the friends, from my friends, the white friends or other people around the friends that I have cos I have lot of relationships with a lot of people in different places...we usually go to the homes and help old people you know and go to the crèches and go and help the crèches you know, helping the...and do the activities with the kids and make sure that we doing the yards for the crèches, which is a...I was loving going to the High School when the schools are opening because sometimes there's a lot of work for teachers whereby we go and help them when there's the kids coming from Eastern Cape, different place and come and register we go and help them and make sure we helping the teachers so that everything can be okay, we were loving it (Respondent MZ, male, 33 years old)

Umm last year there was a young girl who had no father, who grew up with her mother and her brother. The breadwinner died just a few days before she gave birth cos she was pregnant, the father of the baby was nowhere to be found and she had no clothes for her baby, she had nothing then she told me the story cos I knew a friend of hers then a friend of hers told me the story because at home there are so many children, I tried to find everything, everything so that I could give it back to her and make her feel special cos that baby was a gift to her from God and now she was regretting that baby because she doesn't have anything I hand; she has no money, no anything and her mom...she had stroke one month after her gave birth. It was so painful hearing that story of hers and as a group we had to find a way, find a way to give back to her, find a way to give back to the whole family cos they needed us most (Respondent KH, female, 22 years old)

As highlighted by the responses, the young people have also helped in improving the living conditions of vulnerable groups, namely, children, the disabled, the elderly and young mothers. Respondent MZ, for example, enthusiastically stated that he loved those activities because they benefited those in dire need in the community. Similarly, respondent KH felt that her organisation helped those who needed help the most. The aim of community work is to improve the living conditions of community members. As demonstrated by the responses,

community members in the most vulnerable situations are benefiting through young people's involvement. Community development is very much concerned with the marginalised and impoverished populations (O'Brien, 2009). These altruistic activities therefore help instill a sense of responsibility in young people.

Young people doing their best

The respondents were passionate about community development which was seemingly fuelled by their love for their communities. This was highlighted by their responses that they were fully dedicated to their work and had the desire to do more.

Dedicating their time

I'm offering my best for my community...like sometimes, like when I come to my community for example at Fridays, I go to school in the morning then after school I come to the Organisation Edu until 6, then Saturday it's 11 until 6, then Sunday it's 11 until 6 so I tell myself that...and other people ask when they see me on Saturday morning before I come to the office, „where do you stay?“ I say, „I'm staying at home“, „but where are you? Long time...“ I say I'm at home. I tell myself that people do not see me in my community because I keep myself busy (Respondent PH, female, 20 years old)

I feel like I'm doing the best for my community because some of the people they don't do that, they just sit in taverns like, as I'm not drinking so I said that this is the only thing I can do, while others are going to taverns, me I have to come to the community hall and do whatever (Respondent SP, male, 25 years old)

As indicated in the narratives, the respondents felt that they were doing their best for their communities by dedicating their time to do constructive work in their communities. Respondent PH explained that she spent a lot of her free time in her organisation, including weekends. Similarly, respondent SP emphasized that while his peers did not seem to have an interest to contribute positively in the community, he was dedicating his time to do that. Such dedication from the young people demonstrates their significant love and desire for their communities' development. Youth should therefore be regarded as individuals who are capable to contribute to society due to the potential value that young people bring to the table (Jobson, 2011). If their communities' development is a big priority for them, this demonstrates the rich quality and quantity of efforts that young people are able to make if given the opportunity.

Desire to do more

Umm I will say I'm trying by all means even though I'm getting stuck there and there, so if I can have resources I won't say an office or have money, but if I can have like resources, and have people that I can work with and are committed then yes I will say that (Respondent JS, male, 30 years old)

For now but I will say, I still need to do more. I need young girls to realize that...life is cruel, you should respect yourself and then others will do the same too. I was still thinking of an organisation, not an organisation as such but an umbrella to young children...young girls specifically because I'm a young woman and I can only motivate most women cos I know what we go through every day, I still need to do that and until I do that I can never say I'm doing the best, until I can get them to realise life isn't about being gorgeous, being seen as the best dressed woman out there; but there's everything, there's school there's things you need to consider to whatever you are doing. Until I do that, then I'll be the happiest woman alive (Respondent KH, female, 22 years old)

I work with young people; I work with almost everyone neh and people from Kay and things like that so I'm able to actually identify things that are happening in the community. Yea I haven't done so much but I think I'm doing the best I can and I hope that as time goes by I'll be able to expand what I'm doing and just make it something bigger that the community can be proud and benefit from (Respondent KD, female, 15 years old)

The narratives indicate that respondents had a strong desire to do more in their communities if given the opportunity and the resources as expressed by respondent JS. Respondent KH also explained that she needs to do more for young women in her community and is therefore hoping to direct her focus in that area. Similarly, respondent KD expressed her desire to expand her activities in her community for more people to benefit. The young people were undeniably enthusiastic about their plans to prolong their participation in community development. The responses support the idea that when young people are given the opportunity, they are willing to make a long-term positive contribution in their communities. Jennings et al (2006) emphasise that opportunities to engage youth in meaningful activities through which they make a significant contribution to their communities are essential to critical youth empowerment efforts. Through participation, young people are likely to increase their efforts and initiatives and thus prolong their participation. Youth participation in community development therefore requires a sustained engagement of youth (Cornwall, 2010).

In this chapter, the demographic profile of respondents was presented followed by the main findings of the study; young people's roles and responsibilities; what motivates young people to participate in community development organisations, how young people's lives have been changed through their participation, and lastly, how they believed their communities have benefited through their participation. The themes used for the discussion have been derived from the main study objectives. The categories and sub-categories have been derived from data collected and thus were discussed using actual quotes from the respondents. Relevant literature was also provided to support the findings.

The next chapter presents the conclusions derived from the data collected, and recommendations made by the researcher for increased youth participation in community development.

CHAPTER 5:

CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This final chapter presents the researcher's conclusions based on the findings and then provides a few recommendations to enhance youth participation in community development.

5.2. Key Findings and Conclusions

These are conclusions drawn from the findings and aligned with the study objectives.

5.2.1. Objective 1

To find out what community development activities (roles and responsibilities) young people participate in;

- The majority of the respondents were volunteers in their organisations, with the exception of two who were on paid employment.
- Most of the respondents participated in „youth-initiated“ organisations. These were small and localized organisations within their communities. Some were participants under small community projects in „adult-initiated“ organisations.
- Some were founders and co-founders of their organisations which mainly focused on life skills for other youth, removing youth from the streets, and reducing crime, teenage pregnancy rates and poverty in their communities.
- Most respondents were involved in community school developments. This was in a form of advocacy and movement for school infrastructural and curriculum development in disadvantaged communities.
- Others were involved in community upliftment projects which included women's empowerment, the elderly and small children.

Conclusion

The data demonstrates that most young people interviewed were volunteers in the organisations. Additionally, most of the organisations were youth-initiated, while a few were

adult-initiated. Respondents occupied influential roles in the organisations with a few of them being founders/co-founders. It is evident that respondents felt they had a voice through their roles in the organisations. The majority of the respondents who were high school students participated in community school developments while others were more active in other various community upliftment projects within their organisations.

5.2.2. Objective 2

To find out what motivates young people to participate in community development organisations;

- Generally, the respondents were passionate about community development. They explained that they wanted to be part of positive change in their communities.
- Peer influence plays a significant role in young people's participation in community development organisations.
- The three respondents who were founders of their organisations had the motive to remove youth from the streets.
- Most of the respondents believed that their organisations would help them achieve their goals to develop their communities.

Conclusion

The data indicates that youth who have a passion for community development are likely to participate in community development organisations within and outside their communities. Peer influence and an organisation's vision regarding development also play a role in motivating young people to participate in community development. Young people are aware of social problems in their communities and thus have a desire to contribute and see change. Others made an effort to establish organisations which can be seen as a courageous move for young people.

5.2.3. Objective 3

To assess how young people's lives have changed from their participation in community development organisations;

- The respondents were in agreement that their participation in community development organizations had a positive impact in their lives.

- Most respondents explained that their participation had helped them to become more compassionate to others in their families and communities. They expressed that they had become more willing to offer more assistance, especially through their roles in the organisations.
- Generally, the respondents believed that their role in community development had given them an increased depth of character in their community. The respondents felt that they had become more charismatic and thus described themselves idols in their communities.
- Most respondents felt that they had experienced a significant level of personal growth. They attributed this growth to the working environments in their organisations, the information they are frequently exposed to and a number of opportunities (career advancement) made available for them.
- Most respondents explained that they had become more competent as individuals. Through their organisations, they had become involved in various community development activities and thus acquired more knowledge and skills.
- Most of the respondents were happy about their role in community development. They expressed that they had become more confident in the work they did for their communities.
- Most respondents felt accepted by community members for the work they did. Some explained that they often received praise from other community members.
- Most respondents explained that they felt connected with other community members, even the adult members. Most had been able to work directly with adult community members and thus had a good relationship with them. It was evident that the respondents had been able to establish positive bonds with their community members through their work.
- Most of the respondents felt that through their participation, their level of understanding of their community had increased. Most expressed that they had become more aware and knowledgeable about issues affecting their communities since joining their organisations.

Conclusion

The data exhibits significant change experienced by young people through their participation in the organisations. Respondents had become more compassionate towards others in their communities and thus were more willing to assist others whenever necessary. Respondents also experienced a character boost meaning that they felt more valued and idolized in their

communities for the work they do. They also felt more competent to initiate and execute tasks. This was due to new skills acquired through their work. Respondents also experienced a confidence boost and thus expressed their satisfaction with their roles. They also felt more accepted by community members for their work. They had also become more connected to their communities through their work and had an increased understanding of their communities. It is evident that the young people had become more responsible, altruistic and valued individuals in their communities through their work.

5.2.4. Objective 4

To assess how communities benefit from young people's participation in community development organisations;

- All respondents felt that they had made a positive and remarkable contribution towards their communities' development. In most cases, the respondents' love for community development was reflected in the pride they had for community work.
- Some respondents explained that they had been able to assist community members respond to their needs.
- The respondents believed that through their organisations' work, their communities were benefiting greatly.
- Generally, the respondents believed that they were making a difference in their communities' development.
- Some expressed their desire to do more for their communities' development. They believed that if they were provided with adequate resources, they would be able to play a bigger role in community development.

Conclusion

Generally, the data indicates that the young people had done remarkable work, inside and outside their communities. They had assisted some community members to meet their needs and were still active in efforts to bring positive change in their communities. Some respondents desired to increase these efforts and thus prolong their participation in community development. The responses demonstrated young people's valuable work in the communities. The responses also indicated young people's guaranteed long-term commitment to community work.

5.3. Recommendations

The overall responses indicated that young people are indeed capable of positive change in their communities through their participation. However, for increased and effective youth participation in community development, the study provides the following recommendations for education institutions, communities, community development organisations and the government:

5.3.1. Education institutions

- Young people spend most of their time in schooling institutions. For example, seven respondents were in high school. These institutions should adopt the Positive Youth Development model in their curriculums and school programmes. This will help young people to grow up with a positive attitude towards their capabilities and their roles in their communities' development and broader society.
- Respondents explained that their participation was out of their choice. Education institutions should draw up programmes that make it compulsory for youth to be involved in community development activities. This will harness the spirit of „Ubuntu“ in young people from an early age and thus will guarantee long-term participation in community development.
- In schools, there should be a reward system for those who show high levels of participation in community development. This could be in form of scholarships, conferences, and workshops which could help young people to acquire more skills and experience regarding community development.

5.3.2. Community development organisations

- They should also adopt the Positive Youth Development model in order to ensure effective participation of youth in community development activities.
- Generally, the respondents occupied influential roles in their organisations and were thus empowered by the roles they played. More development organisations should

therefore give youth influential roles that will empower young people through the development activities.

- Respondents from Organisation Edu spoke about its advertising strategies (flyers, mass rallies and school leadership committees) to attract more youth to participate. Community development organisations should therefore adopt a similar approach to encourage youth to participate in community development; they could send out flyers in the schools and broader communities, hold community meetings and use media channels to broadcast messages directed to youth. Young people need to feel the pressure to participate and this will guarantee that they are more enlightened about their significance in community development.
- They should create a partnership with schools in the community so as to achieve a significant level of understanding regarding community development. This will also help guarantee young students' participation in development activities.

5.3.3. Government

- Should ensure that there are effective institutions that implement Youth Service programmes across the country. For example, this could begin in schools by working with school principals to make it compulsory for students to participate in community development activities as part of the requirements to obtain a matric certificate. This will therefore create opportunities for youth to participate in various community development activities.
- Should strive to professionalise youth work in order to ensure effective planning, implementation, and monitoring and evaluation of community and youth development programmes. These youth workers will be more knowledgeable about youth issues and thus would have critical insights into the necessary solutions and interventions within a community setting.
- Should increase its efforts to combine community and youth development programmes. The study has proven that there is a positive relationship between the two concepts; when young people participate in community development, they are more likely to achieve to be exposed to factors that enhance their development. Similarly, when young people participate in community development, their communities are at an advantage.

5.3.4. Communities

- Some respondents complained that there were little efforts by community members to participate in community development. They also complained about destructive behavior among their peers. More community centres should therefore be established for youth and adults to engage in collective activities in the communities. This will also help youth engage in positive activities in the non-school hours.
- Community councilors should ensure increased participation of youth by encouraging their involvement in decision-making, planning and implementation of community development activities. These efforts are meant to give youth more power to play a significant role in shaping and changing the world they live in.
- More youth development efforts within communities are needed. These could be spearheaded by both youth and adult community members.
- Most respondents emphasized their role in community development had improved their relationships with adults in their communities. Adult community members should therefore increase their role in mobilising young people to participate in community development.
- Some respondents mentioned that they often received compliments from community members for their role in community development. This gave them affirmation of their significance in their communities. Acknowledgement and forms of appreciation for youth's effort in community development by other community members is therefore highly recommended. This not only gives them confidence in their work, but also guarantees continued participation.

This chapter presented conclusions from the main findings of the study. These conclusions were also presented in relation to the main objectives of the study. Lastly, the researcher provided some recommendations to improve youth participation in community development. These recommendations were made for education institutions, community development organisations, the government and communities.

References

- African Union. 2007. *African Youth Charter*. Addis Ababa, African Union
- Andolina, M.W., Jenkins, K., Keeter, S., and Zukin, C. 2002. Searching for the meaning of Youth Civic Engagement: notes from the field. *Journal of Applied Developmental Science*, 2002.
- Ansell, N. 2005. *Children, Youth and Development*. New York; Routledge.
- Babbie, E. and Mouton, J. 2001. *The Practice of Social Research*. Cape Town; Oxford University Press.
- Barnett, R.V., and Brennan, M.A. 2006. Integrating Youth into Community Development: Implications for Policy Planning and Programme Evaluation. *Journal of youth development*, volume 1, number 2, September 2006.
- Belton, B. 2009. *Building Critical Youth Work Theory; Building Professional Judgment in the Community Context*. Rotterdam; Sense Publishers.
- Benson, P.L, Scales, P.C., Hamilton, S.F., and Sesma Jr., A. 2006. Positive Youth Development so far: Core Hypotheses and their Implications for Policy and Practice. *Search Institute*, Volume 3, Number 1, November 2006.
- Booyens, M. and Crause, E. 2012. Excluded from Education and Work: Perceptions of At Risk Youth. *Social Work/Maatskaplike Werk* Volume 48, Number 3.
- Brennan, M.A., Barnett, R.V., and Baugh, E. 2007. Youth Involvement in Community Development: Implications and Possibilities for Extension. *Journal of Extension*, Volume 45, Number 4.
- Brennan, M.A., Barnett, R., and Lesmeister, M. 2008. Enhancing Leadership, Local Capacity and Youth Involvement in Community Development Process: findings from a survey of Florida youth. *Journal of the Community Development society*, Volume 38, Number 4.

Brennan, M.A., Barnett, R.V., and McGrath, B. 2009. The Intersection of Youth and Community Development in Ireland and Florida: Building Stronger Communities through Youth Civic Engagement. *Community Development Journal*, Volume 40. Routledge.

Burkey, S. 1993. *People First: a guide to self-reliant participatory development*. London, Zed Books.

Checkoway, B.N. and Gutierrez, L.M (Eds). 2006. Youth Participation and Community Change: An Introduction. *Social Work with Groups*, Volume 31, Number 2. Binghamton, Haworth Press, Inc.

Available online from: <http://www.haworthpress.com/web/COM>.

Christens, B., and Dolan, T. 2010. Interweaving Youth Development, Community Development, and Social Change through Youth Organizing. *Youth and Society 2011*, Sage Publications. Accessed online on 3/07/2012 from:

<http://yas.sagepub.com/content/43/2/528>.

Chinman, M., and Linney, J. A. 1998. Toward a Model of Adolescent Empowerment: Theoretical and Empirical Evidence. *The Journal of Primary Prevention*, Volume 16, Number 4.

City of Cape Town. 2013. *Youth Development Policy*. Cape Town, City of Cape Town.

Accessed online on 6/04/14 from:

<http://www.capetown.gov.za/en/PublicParticipation/Documents/Youth%20Development%20Policy%20April%202013.pdf>

Cloete, F., Wissink, H., and De Coning, C. 2006. *Improving Public Policy: from theory to practice*. Pretoria; Van Schaik Publishers.

- Cornwall, G. 2010. *Youth Participation in Local (Community) Level Development: a Development Strategy*. Paper for Presentation at the 11th Annual SALISES Conference at St. Augustine Trinidad; The Sir Arthur Lewis Institute Memorial Conference, March 24-26, 2010.
- Curtain, R. 2001. Youth and Employment: A Public Policy Perspective. *Development Bulletin*, Number 55, August 2001.
- Davids, I., Theron, F., and Maphunye, K.J. 2009. *Participatory Development in South Africa: A development management perspective*. Pretoria; Van Schaik Publishers.
- Department of Basic Education. 2011. *Report on Drop-out and Learner Retention Strategy to Portfolio Committee on Education*. Pretoria, Republic of South Africa.
- DFID-CSO Youth Working Group. 2010. *Youth Participation in Development: A Guide for Development Agencies and Policy Makers*. London, DFID-CSO Youth Working Group.
- Economic Commission for Africa. 2011. *African Youth Report 2011: addressing the youth education and employment nexus in the new global economy*. Addis Ababa; Economic Commission for Africa Publications.
- Enfield, R. and Owens, P. E. 2009. Building and Sustaining Community-Based Youth Development Collaboratives. *Community Development: Journal of the Community Development Society*, Volume 40, Number 4. Routledge.
- Everatt, D. 2000. The Dead Decade? Youth in Post-Apartheid South Africa. *Development Update*, Volume 3, Number 3.
- Foley, P. 2005. *Voices in Youth Development*. Youth Development Network.
- Freire, P. 1970. *The Pedagogy of the Oppressed*. New York, Seabury Press.
- Human Science Research Council. 2012. *Policy Framework on Social Security for Youth in South Africa*. Pretoria, HSRC.

Institute of Security Studies. 2009. *Enhancing Effective Participation of Youth in Africa*.

Institute of Security Studies. Accessed online on 6/05/14 from:

<http://www.capetown.gov.za/en/PublicParticipation/Documents/Youth%20Development%20Policy%20April%202013.pdf>

International Labour Organization. 2010. *Global Employment Trends for Youth: Special Issue on the Impact of the Global Economic Crisis on Youth*. Geneva; International Labour Office.

Jennings, L.B., Parra-Medina, D.M., Messias, D.K.H., and McLoughlin, K. 2006. Toward a Critical Social Theory of Youth Empowerment. *Journal of Community Practice*, Volume 12, Number 1/2. The Harworth Press. Accessed on 5/30/2014 from: http://www.academia.edu/544098/Toward_a_critical_social_theory_of_youth_empowerment

Jobson, J. 2011. *Interrogating Youth Leadership Development in South Africa: Overview and Leadership for a Winning Nation Strategy*. DG Murray Trust

Judd, B. 2006. *Incorporating youth development principles into adolescent programs: A guide for state-level practitioners and policy-makers*. Washington DC, Alaska Department of Health and Social Services.

Kim, S., Crutchfield, C., Williams, C., and Helper, N. 1998. Toward a New Paradigm in Substance Abuse and other Problem Behavior Prevention for Youth: Youth Development and Empowerment Approach. *Journal of Drug Education*, Volume 28, Number 1.

Lerner, R.M. 2004. *Liberty: Thriving and Civic Engagement among America's Youth*. Thousand Oaks, CA; Sage Publications.

Lerner, R.M., Lerner, J.V., Almerigi, J.B., and Theokas, C. 2005. Positive Youth Development, Participation in Community Youth Development Programmes, and Community Contributions of Fifth-Grade Adolescents: Findings from the First

Wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, Volume 25, Number 1, February 2005. Sage Publications

- Lerner, R.M. 2005. *Promoting Positive Youth Development: Theoretical and Empirical Bases. Institute of Applied Research in Youth Development*. Tufts University Workshop on the Science of Adolescent Health and Development, National Council, Washington, D.C, September 9, 2005.
- Lerner, R.M, Alberts, A.E., Jellicic, H., and Smith, L.M. 2006. Mobilizing Adults for Positive Youth Development. Young People are Resources to be developed: Promoting Positive Youth Development through Adult-Youth Relations and Community Assets. *The Search Institute Series on Developmentally Attentive Community and Society*, Volume 4.
- Matarrita-Cascante, D., and Brennan, M.A. 2012. Conceptualizing Community Development in the Twenty-First Century. *Community Development*, Volume 43, Number 3.
- McLaughlin, M.W. 2000. *Community Counts: How Youth Organizations Matter for Youth Development*. Washington, D.C, Public Education Network.
- Mokwena, S. 2003. *Youth Participation: taking the idea to the next level: a challenge to youth ministers. Commonwealth Youth and Development*, Volume 1, Number 2, September 2003.
- Mouton, J. 1996. *Understanding Social Research*. Pretoria; Van Schaik.
- Mullahey, R., Susskind, Y., and Checkoway, B. 1999. *Youth Participation in Community Planning*. American Planning Association, Planning Advisory Service Report Number 486.
- National Youth Development Agency. 2011. *Integrated Youth Development Strategy for South Africa*. Pretoria; The Presidency Department.
- O'Brien, C. 2009. *New Directions in Community Development and Conflict Resolution: Towards Peacebuilding in Northern Ireland and South Africa*. Cologne; Lambert Academic Publishers.

- Parliamentary Liaison Office. 2012. *Youth Unemployment: Finding Solutions*. Southern African Catholic Bishop's Conference. Briefing Paper 289, May 2012.
- Paton, C. 2014. SA's Young Women are least likely to get a job. *Business Day Live*, 06 June 2014, 06:15 AM.
- Patton, M.Q. and Cochran, M. 2002. *A Guide to using Qualitative Research Methodology*. Medecins Sans Frontiers
- Perold, H. 2006. *Volunteering as a Strategy to Foster Civic Participation among Youth in Southern Africa*. Volunteer and Service Enquiry Southern Africa (VOSESA). Presentation made to XIX IAVE World Volunteer Conference, Delhi, 10-13 November 2006: Volunteering for Peace in Multicultural Societies.
- Phaswana, E. (PhD) 2009. *Youth Participation in South Africa: Experiences of Settings*. UJ Department of Anthropology and Development Studies, Meeting Number 7, 12th March 2009.
- Pittman, K. 2000. Balancing the Equation: Communities Supporting Youth, Youth Supporting Communities. *Community Youth Development Journal*, Volume 1, Number 1, Winter 2000, National Network for Youth.
- Republic of South Africa. 2008. *National Youth Development Agency Act No 54, 2008*. Pretoria, The Presidency.
- Republic of South Africa. 2009. *National Youth Policy (2009-2014)*. Pretoria; The Presidency Department.
- Republic of South Africa. 2011. *Report on the dropout learner retention strategy to Portfolio Committee on Education*. Pretoria; Department of Education.
- Roth, J.L., and Brooks-Gunn, J. 2003. What exactly is a Youth Development Program? Answers from Research and Practice. *Applied Developmental Science*, Volume 7, Number 2.

- Scales, P.C., and Leffert, N. 1999. *Developmental Assets: A synthesis of the scientific research on adolescent development*. Minneapolis; Search Institute.
- Smith, R. 2008. *Social Work with Young People*. Cambridge; Polity Press.
- Statistics South Africa. 2014. *Poverty Trends in South Africa: An examination of absolute poverty between 2006 and 2011*. Report No. 03-10-06. Accessed online on 9/26/14 at 12:11 AM from:

<http://beta2.statssa.gov.za/publications/Report-03-10-06/Report-03-10-06March2014.pdf>
- Statistics South Africa. 2014. *National and Provincial Labour Market: Youth*. Statistical Release P0211.4.2. Accessed online on 9/25/2014 at 11:04 PM from:

<http://beta2.statssa.gov.za/publications/P02114.2/P02114.22014.pdf>
- Statistics South Africa. 2012. *Census 2011: Provinces at a glance*. Pretoria; Statistics South Africa.
- Statistics South Africa. 2010. *Mid-year population estimates, South Africa 2010, July 2010*. Pretoria; Statistics South Africa.
- Strauss, A. and Corbin, J. 1998. *Basics of Qualitative Research: Techniques and Procedures for developing Grounded Theory*. California; Sage Publications.
- Tesch, R. 1992. *Qualitative Research: Analysis Types and Software Tools*. New York; Falmer Press.
- World Bank Group; Africa Region. 2000. *Community Driven Development in Africa; A Vision of Poverty Reduction Through Empowerment*. Pretoria; The Bank.
- Ubi, E.N. 2007. *African Youth Charter: Prospects for the development of the African Youth*. Sahel and West Africa Club/OECD Economic Community of West African States: Workshop on the appropriation, dissemination and implementation of regional instruments and endogenous democratic governance and conflict.

UN-Habitat. 2012. *Young People, Participation, and Sustainable Development in an Urbanizing World*. Nairobi, UN-Habitat.

United Nations. 2010. *Youth Participation in Development: Summary Guidelines for Development Partners*. International Year of Youth, August 2010-2011. New York; United Nations.

United Nations, 2010. *World Programme of Action for Youth*. New York; United Nations.

Wood, J., and Hine, J. (eds.) 2009. *Work with Young People*. London; Sage Publications.

Zeldin, S., Petrokubi, J., Collura, J., Camino, L., and Skolaski, J. 2009. *Strengthening Communities through Youth Participation: Lessons Learned from the ACT for Youth Initiative*. Ithaca, New York.

Profile of the Community Development Organizations

The respondents in the study were active participants in eight community development organisations based in Kay, Sam, Dell, and Philly (these are pseudonyms for the communities as indicated in chapter 3 and 4).

Youth-initiated organisations

Most of the organisations were „youth-initiatives“ serving various development purposes in the communities. Most of these organisations were localized and small, but for the young participants, they were making a significant contribution in their lives and their communities. They present a platform where young people collectively participate in community activities, share ideas and voice out their concerns and views. In these types of organisations, young people have a higher chance of leadership roles in planning, decision-making and implementation.

Organization Edu¹⁰

This is a youth-run organisation based in Kay. It was founded in 2008 by a group of young people with the aim to support teachers and learners to overcome unbearable conditions in their schools. The organisation advocates for the rights of learners, especially those from disadvantaged communities across the country. It mobilises youth and community members to participate in the fight for efficient service delivery in their communities. It thus promotes the right to equality of education across South Africa. The long-term goal for the organisation is to enhance the living standards for citizens, with particular focus on the disadvantaged.

You know for me it's about uniting young people of South Africa, to stand up for their right in education, to fix the problems that we face at school, to stand up for them because I believe that no matter if you come to your city ,if you go anywhere, you can't go in a township school and identify problems by yourself and fix them by yourself, you need people from that organisation, you need people from that community to work with you, to bring ideas and to work with that (*Respondent BY, 18 years old*)

Organisation Bow

¹⁰ These are pseudonyms for the organisations for confidentiality purposes

The organisation which is situated in Dell is a youth-run initiative. It seeks to prepare and train youth from disadvantaged communities for the creative arts industry and thus provide them with skills. It also aims to remove youth from the streets by getting them to participate in productive activities inside and outside the community. The overall mission is to advocate for the development and growth of all community members by fighting poverty, youth unemployment, school drop-out rates and crime.

We make make sure that young people are mobilised under one umbrella, that they are always active in arts and culture programmes and umm they have umm interaction with other young people around the community so that they know that they are not the only young people who are in a struggle in Dell, there are other young people umm they must participate in youth programmes umm in a community level, in a national and provincial and all of that (*Respondent SS, male, 28 years old*)

Organisation Art

This youth-run organisation based in Philly also serves as a „safe haven“ for the community“s youth. Their focus is also on performing arts, life-skills and community upliftment projects. Through a series of development efforts, the organisation seeks to unite the community and fight against crime. The main objective is to improve the living standards of all community members.

We do drama, we do acting, we do music, we do dance but mostly our purpose is to bring the youth together, reduce crime and teenage pregnancy and help those who are in need most because we sometimes give what we have to those who don“t have, whenever we feel that or we see that there“s a need out there for this thing and we do have and we can find a way to get that thing, we get that thing and give it to her or whoever who needs it (*Respondent KH, female, 22 years old*)

Organisation Sport

This youth-run organisation based in Sam focuses on community sport development for youth. It was founded in 2006 by a cricket player from the community who realised that in township schools, sports activities were lacking as compared to more affluent schools. He had a goal to remove youth from the streets and give them skills in sports and thus give them more exposure to information and education opportunities. The organisation started with only one team but now currently has four teams for males and females in the community. Besides sports activities, the organisation also provides young people with life-skills and after-school programmes. Among the significant achievements, the organisation has been able to link some youth members from disadvantaged families with scholarships for tertiary education.

We are focusing on all the other stuff everything affecting the youth; gangsters, drugs...umm...HIV and everything so we trying to get everyone involved in the organization and everyone not even in the organisation knows about us and even what we stand for and we standing for...we doing all other social...umm...issues that are affecting everyone even in the neighbourhood, not just cricket (*Respondent LS, male, 28 years old*)

Organisation Samora

This youth-run organisation is based in Sam. The organisation strives to improve the standard of living for community members with a particular focus on young people. It provides skills to young people and specialises in performing arts. The organisation provides services to youth which include delinquency prevention, crime prevention, and teen pregnancy prevention. Under the organisation, there are youth programmes which offer support for young people such as skills training, after-school programmes and life-skills.

In our community there's a lot of crime, and poverty and teenage pregnancy so that's why we decided if we try to take them out of the streets and then we keep them busy maybe they will change or they will decrease the number of kids that are being in gangsterism you see, that's why we decided to start this organisation because we see that there's nothing they do after they come back from school (*Respondent SP, 25 years old*)

Adult-initiated organizations

These organisations were also localised and small, adult-initiated and involved youth in various projects.

Organisation Change

This organisation which is based in Kay, is one of the longest running NGO's in the province. It runs different community development centres with different objectives including women and youth development, health and food security and economic empowerment. The aim of the organisation is to help people from disadvantaged communities (mostly black townships) to fight poverty and thus improve their standard of living. It provides skills for the most disadvantaged members in the community and helps connect them to employment opportunities.

We want to work on the mindset of wise thinking conditioning, so that they see what that mission or that motto means, self-reliant communities so that it makes sense... We are saying in as much as they are involved in

sports, arts and culture, we are going to give them life skills (*Respondent KK, male, 34 years old*)

Organisation Volunteering

This organisation recruits young volunteers from townships like Kay and places them in various community development projects. The aim is to develop communities while at the same time, equip young people with skills and experience. Through this organisation, a lot of youth have been placed in community development programmes in disadvantaged communities where they provided services for the elderly, the disabled and poor. Additionally, the organisation provides information to community members about job and education opportunities.

In our communities it has done much because umm people are not working, people are not doing anything people don't have information about where to go if they need something or where to find help or if there's something happening in the community where can they go and get that information (*Respondent JS, male, 29 years old*)

Organisation Resource

This organisation based in Sam was founded by an elderly woman in the community under City of Cape Town's funding. It is a resource and information centre where women collectively participate in economic empowerment initiatives in the community. Through this organisation, women have been able to be involved in collective economic activities and thus have the opportunity to provide for their families. Additionally, when there are adequate resources, a soup kitchen is active to feed the poorest community members (over 50 people). There is also a community garden that helps in the community feeding programmes. After-school and life-skills programmes are also offered for children and youth to help them with their studies and career opportunities.

We make sure that the community is doing great things like for instance they make sure that they bring life in this community and make sure that the community is benefiting as well... we want to make sure that umm people no matter you are in poverty, but you should get something (*Respondent MZ, male, 33 years old*)

UNIVERSITY OF CAPE TOWN

Department of Social Development

Interview schedule

My name is Tebatso Matsela. I am a student under the department of Social Development from the University of Cape Town. Thank you very much for speaking with me. I am conducting a study about youth participation in community development organizations. I would like to ask you a few questions, firstly about yourself and then about your role as a young participant in community development. The interview is completely voluntary. Please feel free to stop me anytime if you feel uncomfortable about any question. Please note that the information you are about to share with me is confidential and therefore I cannot share it with anyone else. The interview will approximately take 30-60 minutes.

I would like to begin by asking you questions about you and your family, to know you better.

DEMOGRAPHIC INFORMATION

What is your name?

How old are you?

How would you describe yourself in terms of race?

How would you describe yourself in terms of gender?

Are you still in school?

If yes, where do you go to school?

What grade are you in?

What is your school like? (size, racial composition, cliques, gangs)?

Do you feel safe at your school?

Would you say the teachers and students get along, overall?

What kind of grades are you getting? Are you satisfied with your grades?

Are your teachers helpful? If so, how do they help you?

Where do you live?

Where do you live?

How would you describe your neighborhood?

a. Racial composition, housing type?

b. Do you think the neighborhood is a pretty safe place to hang out?

FAMILY BACKGROUND CHARACTERISTICS

Who do you live with?

How long have you lived with them?

What is your home life like?

a. Does everyone get along? What does getting along look like?

b. Is there a lot of fighting? Can you give me an example?

I will now proceed to asking you about your role in the community development organization.

THEME: MOTIVATIONS FOR PARTICIPATING IN COMMUNITY DEVELOPMENT

Tell me about (name of the organization)?

What is the organization about?

What is the mission of the organization?

What kind of work does it do?

Who does it serve (the community)?

i.e. who benefits from the organization's activities?

What kind of services does it provide?

How did you get into (name of organization)?

What motivated you to become part (name of organization)??

What motivated you to participate in community work?

What were you hoping to learn from working (name of organization)?

THEME: COMMUNITY DEVELOPMENT ACTIVITIES (ROLES, RESPONSIBILITIES AND ACTIVITIES)

What is your role in (name of organization)?

i.e. What is your position?

What are your responsibilities as a (position)?

Describe your daily activities as a (position) in

What activities do you do?

Describe your relationship with the people you work with?

Do you enjoy your work so far?

If yes, what do you love the most about your work here?

What activity has been the most meaningful to you and why?

If no, why not?

Which activity would you like to get involved in and why?

THEME: YOUTH PARTICIPATION AND POSITIVE YOUTH DEVELOPMENT

1. Youth participation and caring

Are you able to offer your assistance whenever it is necessary?

Would you say that being part of (name of organization) has improved your ability to consider the feelings of others?

If yes, in what ways?

If no, why not?

Would you say that you are now able to see and care about how your decisions affect other people?

If yes, in what ways?

If no, why not?

2. Youth participation and character

Do you feel that you are doing your best at what you do in the community?

If yes, in what ways?

If no, why not?

Do you think that you are someone that people can depend on?

If yes, why?

Would you describe yourself as a role model in your community?

If yes, why?

Do you think you are benefiting from your participation in the activities?

If yes, in what ways?

If no, why?

Have you experienced personal growth since you began participating?

If yes, how?

If no, why?

3. Youth participation and competence

Would you say you are now able to participate in various activities in your community?

If yes, why?

If no, why?

Have you acquired any new skills through your participation? If yes, please tell me about them.

Would you describe yourself as a creative person?

In social situations, are you aware of people's needs?

Would you say you are able to handle problems that come into your life?

What do you think you can do now that you might have not been able to do before?

4. Youth participation and confidence

Are you happy with the work that you do for the community?

If yes, why?

If no, why?

Do you feel accepted by others in your community due to the work that you do?

If yes, please explain how.

Are you able to adapt well in different situations?

If yes, has this helped you in the kind of work you do?

Do you feel that you are making a difference in your community?

5. Youth participation and connection

Do you now feel more connected to other members of the community?

If yes, why?

If no, why?

How is your relationship with the adult community members?

How would you describe your working relationships?

Do you think that your understanding of your community has improved?

If yes, how?

If no, why?

In your opinion, what is the advantage of involving young people in community development?

I think we have reached the end of the interview, thank you very much for your time. Is there anything you would want to ask or share with me before you go?

UNIVERSITY OF CAPE TOWN
Department of Social Development

Dear Respondent,

RE: CONSENT FORM FOR RESPONDENTS (18-35 YEARS)

My name is Tebatso Matsela, a student from the University of Cape Town doing my Masters in Social Development. I am conducting a study titled „Youth Participation in Community Development Organizations.“ The study aims to explore what motivates youth to get involved in community development, their experiences, how they benefit as well as how the communities benefit from their participation.

I plan to conduct face-face in-depth interviews during March and April. The interviews are voluntary, meaning that you will participate only if you are willing to do so. Information that you will share with me is confidential as it is purely for academic purposes and thus your name will not be disclosed. Furthermore, you will not be paid to participate in the study. Lastly, the study is not likely to pose any harm to you and (or) other respondents.

I would therefore like your permission to participate in my study.

Sincerely,

Tebatso Matsela.

For the respondent

I agree to be interviewed by Miss Tebatso Matsela from the University of Cape Town for her Masters dissertation titled, “Youth Participation in Community Development Organizations”. The researcher has given me adequate information concerning the study. I understand that the study is purely for research and academic reasons and therefore that I am one of the 20 respondents she will be interviewing.

1. Voluntary participation

I understand that my participation in this study is fully voluntary. I am aware that I will not be paid for my participation. I also understand that I may discontinue my participation if need be without any penalties. I am aware that the interview will be approximately 30-60 minutes.

2. Confidentiality

I am aware that all the information that I share with the researcher will be for academic purposes and thus will not be shared with other people except for her supervisor and examiners. Additionally, I understand that the researcher will not use my name in her reports from the information obtained from this interview. I am aware that this is a way of protecting the anonymity of individuals and institutions in research.

3. Use of digital recorder

I understand that the researcher will be making use of a digital recorder which will help her secure the information she obtains during the interviews. I understand that I will not be interviewed should I refuse to be taped.

I have read and understand the explanation given to me by the researcher. I hereby voluntarily participate in this study.

Signature..... Date.....

My name.....

Researcher name.....

Signature..... Date.....

Researcher name: Tebatso Matsela

Contact number: 071 050 6817

Supervisor name: Dr. Khosi Kubeka

Supervisor contact number: 021 650 3494

UNIVERSITY OF CAPE TOWN
Department of Social Development

Dear Parent/Caregiver,

RE: CONSENT FORM FOR RESPONDENTS' (14-17YEARS)
PARENTS/CAREGIVERS

My name is Tebatso Matsela, a student from the University of Cape Town doing my Masters in Social Development. I am conducting a study titled „Youth Participation in Community Development Organizations.“ The study aims to explore what motivates youth to get involved in community development, their experiences, how they benefit as well as how the communities benefit from their participation.

I plan to conduct face-face in-depth interviews during February and March. The interviews are voluntary, meaning that all respondents will participate only if they are willing to do so. A tape recorder will also be used to capture information shared during the interviews. Information shared with me by respondents is confidential as it is purely for academic purposes and thus their names will not be disclosed. Furthermore, respondents will not be paid to participate in the study. Lastly, the study is not likely to pose any harm to the respondents.

I would therefore like your permission to have your child as a participant in my study.

Sincerely,

Tebatso Matsela.

For the parent/caregiver:

I grant permission for my child to be interviewed by Miss Tebatso Matsela from the University of Cape Town for her Masters dissertation titled, "Youth Participation in Community Development Organizations". The researcher has given me adequate information concerning the study. I understand that the study is purely for research and academic reasons and therefore that my child is one of the 20 respondents she will be interviewing.

1. Voluntary participation

I understand that my child's participation in this study is fully voluntary. I am aware that I he/she not be paid for participating in this study. I understand that my child may discontinue his/her participation if need be without any penalties. I also understand that my child will not be paid for his/her participation in the study. I am aware that the interview will be approximately 30-60 minutes.

2. Confidentiality

I am aware that all the information that my child will share with the researcher will be for academic purposes and thus will not be shared with other people except for her supervisor and examiners. Additionally, I understand that the researcher will not use my child's name in her reports from the information obtained from this interview. I am aware that this is a way of protecting the anonymity of individuals and institutions in research.

3. Lack of harm

I understand that my child will not be exposed to harm due to his/her participation in this study.

4. Use of digital recorder

I understand that the researcher will be making use of a digital recorder which will help her secure the information she obtains during the interviews. I understand that my child will not be interviewed should he/she refuse to be taped.

I have read and understand the explanation given to me by the researcher about my child's involvement in her study. I hereby grant permission for my child to participate in this study.

Signature..... Date.....

My name.....

My child's name.....

Researcher name: Tebatso Matsela

Contact number: 071 050 6817

Supervisor name: Dr. Khosi Kubeka

Supervisor contact number: 021 650 3494